DOCUMENT RESUME

ED 164 990	08	CE 019 674

AUTHOR	Davison, Pamela
TITLE	Vocational Education and Corrections: An Assessment of Opportunities and Needs in North Carolina. Final Report.
INSTITUTION	Conserva, Inc., Raleigh, N.C.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH60088
PUB DATE	77
CONTRACT	300-76-0374
NOTE	267p.
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	*Adult Vocational Education; *Correctional Education; Correctional Rehabilitation; Course Content; Criminals; Delinquents; *Educational Needs; Employer Attitudes; Employment Opportunities; Employment Programs; Employment Projections; Employment Qualifications; Job Satisfaction; Job Training; Manpower Needs; Occupational Choice; *Prisoners; Program Planning; Statewide Planning; Surveys; Technical Education; Vocational Interests; Vocational Rehabilitation; *Work Experience Programs; Youth Opportunities
IDENTIFIERS	North Carolina

ABSTRACT

A study was done to determine North Carolina inmates' vocational education/training needs, parolees' and ex-offenders' employment opportunities, and available vocational education/training resources. To determine vocational educational needs, a survey was conducted of inmates at seventeen correctional units (for adults and for youth). Estimates of parolee or ex-offender job opportunities were obtained by adjusting North Carolina Bureau of Employment Research employment projections, and by examining employer hiring practices and legal employment barriers. A questionnaire was developed to determine vocational education program offerings of community colleges and private trade, technical, and vocational schools. Study results showed that (1) ninety percent of inmates (sample equalled 545) indicated an interest in taking vocational courses while in prison; yet less than nine percent were enrolled in courses; (2) although automotive mechanics was the most frequently chosen option, only nine of seventy-seven prison facilities offered training in this area. Food service, chosen by only one out of nine, was the most frequently offered; and (3) most job openings were in industrial service, office, and construction occupations. Generally, employers considered the hiring of offenders as individual decisions. Study results revealed a fragmented statewide approach to vocational education for correction inmates. (CSS)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED164990

VOCATIONAL EDUCATION AND CORRECTIONS: AN ASSESSMENT OF OPPORTUNITIES AND NEEDS IN NORTH CAROLINA

Pamela Davison

FINAL REPORT

Project No. 498AH60088

"Vocational Education and Corrections:
an Assessment of Opportunities and Needs"

Contract No.300760374

Research Project in Vocational Education
Conducted Under Part C of
Public Law 90-576

The activity which is the subject of this report was supported in whole by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

D. W. Drewes, Project Director

CONSERVA, INCORPORATED
401 Oberlin Road, Suite 112
Raleigh, North Carolina 27605

1977

CE 019 674

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ACKNOWLEDGEMENTS

CONSERVA, Inc. is deeply indebted to all those who had a part in the project and especially to the following.

Pamela K. Davison as principal investigator carried the major responsibilities for planning, scheduling, implementing and finally documenting each phase of the project. Through her untiring efforts and dedication, order was brought to an awesome mass of data and the project was brought to a successful conclusion.

Members of the administrative and operational staffs of the North Carolina Department of Correction provided endorsement and support without which the project could not have been carried out. Special thanks are expressed to Dr. Richard Urbanik, Chief of Program Services, and his staff who greatly facilitated project efforts by scheduling and arranging access to correctional units, program data and inmate survey respondents. Appreciation is also extended to James Marvin for his assistance in the survey of Prison Enterprises, Jerry Price for information supplied concerning corrections vocational programs, and Alyce Poole for assistance in the work release employer survey.

Mrs. Florence Houston, Director of Institutional Programs, N. C. Department of Community Colleges, provided information and assistance in matters concerning instruction offered by Community College/Technical Institutes personnel to correctional units. Those presidents, deans of instruction and other staff members of the Community Colleges/Technical Institutes who either pre-tested or completed the survey of vocational opportunities provided by their schools for correctional inmates should receive special mention and thanks.

The field staff of Mr. Frank Bright of the Division of Adult Probation and Parole and Mr. John Fleming and the labor market analysts of the local Employment Service offices are extended thanks for their technical assistance and expertise in adjusting the labor market projections to those jobs realistically available to ex-offenders.

Particular mention should be made of those consultants who provided expert assessments of prison enterprise activities as possible vocational training resources. Consultants included Dr. Farmer Smith of Raleigh, North Carolina, Mr. Dewey Oakley of Colonial Heights, Virginia, Mr. H. P. Allyn of Mechanicsville, Virginia and Mr. Paul Lentz of Concord, North Carolina.

The substance of this assessment was provided, however, by numerous individuals, such as area and unit program personnel and vocational education instructors, work release employers and personnel of licensing boards. These individuals patiently responded to survey instruments and interview questions concerning vocational program opportunities and needs, employer hiring practices and attitudes toward ex-offenders, or barriers to their licensing for employment. A special debt is owed to the inmates themselves, who expressed through the inmate survey their interest in, support for, or frustrations with the vocational training available to them.

Grateful appreciation is expressed to Dr. Douglas S. Katz of CONSERVA for his invaluable suggestions concerning analysis of the data and his generous support, assistance and encouragement to project staff members throughout the course of the study.

Special thanks are also due to CONSERVA's Dr. Joseph T. Nerden, whose extensive background and expertise in the vocational education field were valuable assets throughout the project.

Appreciation is expressed to CONSERVA staff members including Elizabeth H. Oglesby, Nancy I. Heffernan and Frankie Boing who provided assistance in gathering, organizing and synthesizing the voluminous amount of data. Ann Sterling, Linda Dahl and Sandy Dwyer patiently and accurately typed and re-typed the manuscripts and charts. They are to be especially commended.

Finally, our thanks are extended to the U. S. Office of Education and particularly the Project Monitor, Dr. Paul Manchak of the Bureau of Occupational and Adult Education for their encouragement and support of the project.

D. W. Drewes
Project Director

TABLE OF CONTENTS

Page

INTRODUCTION 1

Chapter

I. A BRIEF DESCRIPTION OF THE NORTH CAROLINA CORRECTION AND COMMUNITY COLLEGE SYSTEMS 5

Correctional System 5
Community College System 9

II. PROCEDURES 12

Inmate Needs Survey 12
Employment Opportunities 14
Legal Employment Barriers 16
Available Vocational Education and Training Resources 17
Program Assessment 18
Prison Enterprises 19
Secondary Data Sources 21

III. RESULTS 22

Index of Questions 23
Section I Inmate Training Needs and Occupation Interests 29
Section II Availability of Facilities and Programs 40
Section III Employment Opportunities for Ex-Offenders 77

IV. INTERPRETIVE SUMMARY 90

V. RECOMMENDATIONS 95

Strategic Recommendations 95
Operational Recommendations 101

BIBLIOGRAPHY 117

APPENDICES 128

Appendix A. Organizational Chart North Carolina Department of Correction 129
Appendix B. Organizational Chart North Carolina Department of Community Colleges 130

TABLE OF CONTENTS (continued)

Page

Appendix C. A Survey of Correctional Inmates' Needs and Interests for Vocational Training 131
Appendix D. Adjusted Employment Service Occupational Job Needs Projections 132
Appendix E. Telephone Survey of North Carolina Public and Private Employers 133
Appendix F. A Survey of Vocational Opportunities Available to Correctional Inmates at Community Colleges and Technical Institutes 134
Appendix G. A Survey of Vocational Opportunities Available to Correctional Inmates at Private Technical Schools 135
Appendix H. On-Site Vocational Program Information 136
Appendix I. Assessment of Vocational Training Opportunities in Prison Enterprises 137
Appendix J. Survey of Employers of Work Release Inmates . . . 138
Appendix K. Data Sources of the Results Presented in Chapter III 139
Appendix L. Vocational Training Programs Available On-Site to Inmates of the N. C. Department of Correction 140
Appendix M. A Comparison of Personal Characteristics of Inmate Population: Sample vs. Total Population 141
Appendix N. A Collection of Inmate Comments Concerning Vocational Training 142

INTRODUCTION

The role of vocational education in the rehabilitation of correctional inmates is receiving an increasing share of attention. The Joint Economic Committee's Minority View of the Economic Report of the President (1971) stated that:

> We further believe that careful consideration should be given to the opportunities for instituting meaningful training programs in many of our penal institutions. The large number of persons in our jails and prisons represent a great untapped source of manpower. Many inmates have ended up in prison because they lack salable skills and have therefore turned to crime as an alternative to employment. Repeat offenders are so numerous and the cost of their crimes to society so high that meaningful educational and training efforts would be well worth the trouble and expense. We must ensure that inmates have opportunities to develop other than criminal skills while they are imprisoned. At present, our system of prisons is little more than a system of finishing schools for crime. In addition to providing training to inmates, emphasis must be placed on job placement upon release if we are to derive benefits from an extensive training program (p. 97).

The concern of the Committee was shared by the New Jersey Commission on Vocational Education in Corrections Institutions, which found that "Among the flagrant needs of corrections is adequate skills training, job preparation and education of the inmates" (p. 2). The needs of correctional inmates are recognized in the Vocational Education Amendments of 1976 which mandate that State advisory councils contain members who ". . . are representative of State correctional institutions" and that the National Advisory Council for Vocational Education shall include individuals who are ". . . familiar with the special problems of individuals in correctional institutions." The Act also stipulates that the states, in order to receive federal assistance in the development and conduct of vocational guidance and counseling programs, must show the proposed allocation of funds to ". . . vocational and educational counseling for youth offenders and adults in correctional institutions . . . ."

There is considerable evidence to support the contention that steady employment is directly related to lower recidivism. Jenkins (1971), in a post-release follow-up of 142 ex-offenders, found that nearly twice as many non-law violators as law violators were employed full-time. The New Jersey Commission on Vocational Education in Corrections Institutions reported that when ex-offenders are placed in appropriate jobs, the recidivism rate is two to three times less than when ex-offenders do not receive job placement assistance. They also contended that ex-offenders with better paying jobs are less likely to return to a life of crime than are those with no jobs, part-time jobs, or lower paying jobs. The research of Evans (1969) and Pownall (1969) add further support to the conclusion that steady employment is directly related to lowered recidivism. ABT and Associates, in a carefully controlled comparison of the post-release experiences of inmates receiving manpower training with that of a control group, concluded that ". . . results indicate that the training program had a positive effect on the trainees--significantly lower recidivism rates than control group members" (McDonnell, 1971, Vol. I, p. 1). While research results are ultimately the final evidence, perhaps the most poignant testimony to the rehabilitative efficacy of legitimate employment is that given by an ex-offender who stated that "I shall remain out only because I am working hard and have made more money with a hammer than I could ever make with a gun" (McDonnell, op. cit., Vol. III, p. 154).

Unfortunately, the full rehabilitative potential of vocational education has yet to be realized. Recent research indicates that the major emphasis and utilization of resources in correctional institutions has been vocational training in the narrowest sense. Sinclair and Moulden (1974) charge that most of the so-called vocational education courses are nothing more than maintenance work required to keep the institution functioning. McCollum (1973) found that correctional vocational program offerings were limited to about a half-dozen basic vocational education courses which were more closely related to the institutional maintenance needs than to inmates' training needs. She observed that traditional training programs in many cases bore no relationship to the actual vocational interests or aptitudes of the inmates and often involved the use of obsolete equipment and non-realistic production standards. The President's Commission on Law Enforcement and Administration of Justice Task Force on Corrections concluded that "The most conspicuous problems in corrections today are lack of knowledge and unsystematic approach to the development of programs and techniques." Changes in correctional treatment have been guided primarily by ". . . intuitive opportunism, a kind of goal-oriented guessing" (p. 13). The Commission went on to state that correctional decision-making is characteristically hampered by the absence of data needed to make sound decisions.

With respect to decisions aimed at improvement of vocational education offerings in correctional institutes, information is needed to answer the following significant questions: (1) What are the vocational training needs and occupational interests of inmates? (2) What internal and external facilities, programs and services are available to meet identified needs? (3) What are the employment opportunities for parolees and ex-offenders? (4) How can facilities, programs and services be most effectively organized to insure that correctional inmates have ready access to vocational education that is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training? These questions follow the general needs assessment paradigm wherein needs are assessed, resources identified and the match between needs and available resources determined.

The present study was designed to address these questions within the context of a generalized needs assessment model. Methodologies were developed to assess inmate needs and to identify existing education and training resources. Methodologies were pilot tested in North Carolina. Identified needs were compared with existing educational and training opportunities and recommendations made for the improvement of correctional vocational education in North Carolina. The North Carolina systems of Correction and Community Colleges are briefly described in Chapter I. The procedures used in the study are described in Chapter II. Results are presented in Chapter III. An interpretive summary is presented in Chapter IV, and recommendations are provided in Chapter V.

Chapter I

A BRIEF DESCRIPTION OF THE NORTH CAROLINA CORRECTION AND COMMUNITY COLLEGE SYSTEMS

Vocational education and training resources are located both on-site and external to the prison units. On-site vocational training resources consist primarily of vocational programs offered at the prison units and on-the-job training provided through Prison Enterprise operations. External resources generally consist of on-the-job training opportunities for inmates on work release and study release programs at community colleges and technical institutes.

Correctional System

The North Carolina Department of Correction is comprised of two divisions: The Division of Adult Probation and Parole and the Division of Prisons. Persons tried as adults and convicted of crimes for which probationary judgment is imposed are referred to the Division of Adult Probation and Parole for supervision. Persons sentenced to active prison terms are committed to the Division of Prisons. Upon serving a specified period of time in prison, inmates are referred to the Board of Paroles for release consideration. When granted parole, inmates come under the auspices of the Division of Adult Probation and Parole. Administratively, the Division of Prisons, the Division of Adult Probation and Parole, and the Board of Paroles report to the Secretary of Correction.

The Division of Prisons is comprised of sixty-six (66) field units, six (6) major adult institutions, and five (5) facilities within the Youth Services Complex. The sixty-six field units are located within six geographic areas operating under the direction of the Geographic Command Manager. Field units are designated as minimum, medium, or mixed security levels, and house adult and youthful male offenders. Each of the six geographic divisions has a Diagnostic and Reception Center, a number of correctional facilities, Prison Enterprise operations, and an area administrative staff. The area staff is composed of a Correctional Area Administrator, Program Directors, Custody Coordinator, Maintenance Personnel, Psychologist, and Administrative Officer. This staff provides direction and assistance to personnel at each prison facility within its jurisdiction and reviews administrative actions regarding inmate custody level changes, treatment objectives and population control. Each prison Superintendent reports to the respective Correctional Area Administrator.

The Superintendents of prison facilities are responsible for the day-to-day operation of their respective units. The Superintendent reviews action of the Unit Classification Committee, ensures expedient implementation of correctional policies and procedures, and attempts to secure community support for correctional programs. The prison unit staff carries out departmental directives both in the area of treatment program development and the area of custody and security.

The six major adult institutions, as specified by departmental policies, provide a "higher degree of custody, supervision, and services" (Division of Prisons Policies and Procedures, 1976:2A-1). The adult institutions represent all security level designations: maximum, close, medium, mixed, and minimum. Five of the institutions house adult males. The additional facility, the N.C. Correctional Center for Women, houses all females, regardless of age, security level, or offense classification (misdemeanant or felon). The six major institutions operate under the direction of the Chief of Institutions. Each institution has a Reception and/or Diagnostic Center and Prison Enterprise operations to which inmate workers are supplied (even if the operation is not located on the prison grounds). The institutional staff is composed of a Correctional Administrator and/or Superintendent, Program Directors, Custody Coordinator, Maintenance Personnel, and Administrative Officer, as well as correctional officers and program personnel. The institutional staff provides security, makes recommendations for the attainment of identified inmate treatment objectives, and reviews administrative actions.

The five correctional facilities within the Youth Services Complex house male inmates, twenty-one years old or younger, who are sentenced as Committed Youthful Offenders (CYO) or Regular Youthful Offenders (RYO). These facilities are operated under the direction of the Chief of the Youth Services Complex. Three facilities are designated as medium security: two facilities admitting male felons eighteen to twenty-one years old, and one admitting all males less than eighteen years of age. Two additional facilities are designated as minimum security units and provide specialized treatment programs emphasizing inmate involvement in community-based programs. Each institution head within the Youth Services Complex is responsible for the day-to-day operation of the unit. The staff of Youth Complex facilities carries out division policies specifically addressing youthful offender treatment.

Upon admission to the Division of Prisons, inmates are evaluated to determine psychological characteristics, educational achievement levels, social history indicators, and physical health status. Area or Institutional Diagnostic and Classification Committees make specific recommendations for the attainment of identified treatment objectives and assign inmates to correctional facilities. Recommendations are addressed to program and custody staff at the designated prison facility for implementation. Upon admission and/or transfer to a correctional facility, recommendations for treatment objectives are considered in relation to unit/institutional resources and constraints.

An inmate may be assigned to a work site and/or an educational/vocational training program. Additional referrals for appropriate treatment, counselling, and enrichment programs are made with regard to identified inmate needs and correctional facility capabilities. Inmate assignment to a correctional facility and/or treatment program is made at the discretion of the Area and/or Institutional Classification Committee. Decisions are based upon administrative policies of the Division of Prisons and upon available space.

Prison Enterprise operations are administered by the Director of Operating Services within the Division of Prisons. Four major categories of enterprises are in operation: Manufacturing, Agribusiness, Services, and Construction Engineering. Enterprise products and services are used by the Department of Correction and/or sold to other tax supported agencies in the state. Approximately thirteen hundred inmates work in the various enterprises. The training opportunities for these inmates are described as follows:

> While some Enterprise operations offer little more than relief from idleness or an opportunity to develop responsible work habits, many provide marketable vocational skills. The community colleges participate in several programs, offering certification upon completion of the structured and on-the-job phases of training . . . . Teaching inmates the skills to make quality products at a production pace acceptable to private industry is the main thrust of these programs. (North Carolina Prison Enterprises, Annual Statement, Raleigh, N.C., 1976, p. 2).

Work release is available only to inmates classified as honor grade level IV, approximately nineteen (19) percent of the population. "An inmate is eligible for work release if he is recommended for the program by his sentencing judge or if he has served ten (10) percent of his sentence and attained the minimum custody level necessary for participation in community activities. Approval of work release is the joint responsibility of the Division of Prisons and the Parole Commission" (A Changing Direction, N.C. Department of Correction, p. 16).

An organizational chart of the North Carolina Department of Correction is included in Appendix A.

Community College System

There are forty (40) technical institutes and seventeen (17) community colleges in operation in North Carolina, all of which offer occupational education programs. These programs are designed

> . . . to prepare an individual for employment, to upgrade the skills of the unemployed, or to retrain for new employment. The associate degree, a diploma or a certificate is awarded upon successful completion. (N.C. Community College System Terms and Definitions, Administrative Memorandum No. 1-2, May 3, 1974).

Occupational programs vary in length from one academic quarter to two academic years of full-time enrollment. Most occupational programs are classified as either technical programs or vocational programs. Technical programs generally are two academic years in length, lead toward an Associate of Applied Science degree, and prepare individuals for occupations in paraprofessional fields. Vocational programs vary in length from one to seven quarters, lead to the awarding of a diploma or certificate, and prepare individuals for entry into semi-skilled or skilled occupations. In addition to vocational and technical programs, many institutions offer occupational extension and specialty training courses that are designed to upgrade job skills, develop new skills, or prepare people for entry into specific occupations.

The North Carolina Department of Community Colleges does not have any policies which restrict the admission of study release inmates into occupational programs located in the community colleges and/or technical institutes. To the contrary, the State Board of Education ruled that "No tuition or fees of any kind shall be charged curriculum or extensions students who are prison inmates" (Policy No.3.02211). An inmate's opportunity to enroll in an on-campus occupational program is, however, subject to numerous restrictions and conditions defined by the Department of Correction and the local prison unit. In particular, study release is only available to inmates who have achieved the minimum custody level necessary for participation in community activities (honor grade level IV). Furthermore, such inmates are merely eligible for consideration for study release; a request for participation in study release can be denied at the discretion of the local prison unit administration.

Eligibility for either work release or study release does not guarantee an inmate the opportunity to participate in the program. Approximately seventy-eight (78) percent of those eligible are involved in the work or study release program. Unit or enterprise work assignments may take precedence, as does meeting the unit road quota. In rural areas, transportation to work or training sites may be a problem. There is no policy regarding the provision of transportation except that inmates on work release may be required to pay for their own transportation.

An organization chart of the Department of Community Colleges is presented in Appendix B.

Chapter II

PROCEDURES

Procedures were developed for the identification and collection of information pertaining to (1) inmate needs for vocational education and training, (2) employment opportunities available to parolees and ex-offenders, (3) available vocational education and training resources. Methods used to identify and collect information in each of the above areas are described in subsequent sections.

Inmate Needs Survey

A survey was conducted to determine the vocational educational needs of the correctional population. An assessment instrument was developed and administered to an inmate sample. A copy of the survey instrument is presented in Appendix C.

Seventeen (17) correctional units were chosen as sites for administration of the inmate survey. Twelve (12) were field units for adult offenders. Three (3) were youth complex facilities. In order to ensure representativeness, two (2) major institutions, the Correction Center for Women and the Central Prison, were also included. Of the adult field units, five (5) were medium custody units and seven (7) were minimum custody units. Of the field units for youthful offenders, two (2) were medium custody units and one (1) was a minimum custody unit. The custody ratio of selected adult and youthful offender field units approximated the system-wide custody ratio for adult and youthful offender field units.

A pre-test of the survey questionnaire was conducted with inmates housed at Triangle Correctional Center. Modifications were made and a schedule for administration of the assessment at seventeen (17) correctional units was developed and cleared through the program office, Division of Prisons.

Inmate participation in the assessment was voluntary. Program personnel at the various units were instructed to insure the inclusion (whereever possible) of people who fell into four categories: (1) inmates currently enrolled in vocational education programs, (2) inmates who never had taken on-site vocational programs, (3) inmates who were participating or had participated in work release, and (4) inmates who were participating or had participated in study release. Program personnel were asked to screen out any inmate with an IQ score below seventy (70). At all units except for Central Prison, inmates completed the questionnaire in small groups of ten (10) to thirty (30) people. A project staff member read the questions aloud and responded to any queries from the inmates regarding the intent of the survey. This method was selected in order to allow inmates with limited reading skills to provide input into the study. At Central Prison the questionnaires were placed in a neutral area (near the office of the psychologist) and inmates voluntarily completed the forms.

The occupational categories selected for inclusion in the survey are those used by the U.S. Department of Labor, Bureau of Labor Statistics (Occupational Outlook Handbook, 1976-78 Edition). The category of "Professional" was added because while the study focused on sub-professional vocational training, professional level work is open to ex-offenders and parolees. In the "Other" category inmates often listed lines of work properly belonging to the various occupational categories. Where sufficient information was supplied by the inmate, every effort was made to reclassify the information into the proper response category.

The vocational courses included in the questionnaire are reflective of these courses offered by North Carolina Technical Institutes and Community Colleges as listed in the Educational Guide: 1974-76. The decision to include or exclude courses, to collapse specific courses into more general titles, and to add courses not normally provided by the Department of Community Colleges was based on several factors--those courses currently provided on-site at prison units, those courses inmates had selected as desirable in a 1975 Department of Correction Survey, and modifications recommended by vocational educators.

Inmates were asked to furnish their identification numbers in order that IQ and achievement test scores could be obtained from their files. Permission was sought and granted from both prison officials and inmates for outside access to inmate records. Files were pulled by the project staff for all inmates who provided sufficient identifying information on the questionnaire.

Employment Opportunities

Estimated employment requirements. Estimates of the job opportunities realistically open to the parolee or ex-offender were obtained by adjusting the employment projections prepared by the Bureau of Employment Research of the North Carolina Employment Security Commission. Copies of the Bureau's publication "Employment Projections to 1985" were obtained for the seventeen (17) administrative planning regions and for the seven (7) Standard Metropolitan Statistical Areas (SMSA). Instructions for adjusting the projected annual average job openings were developed by project staff and presented at the March 11, 1977 meeting of Adult Probation and Parole Branch Managers and their assistants. See Appendix D for a copy of the instructions. All nine (9) Adult Probation and Parole Branches in North Carolina agreed to participate.

The State Employment Service Director was contacted by the project staff and the purpose of this task was explained. He agreed to request the assistance of Regional Employment Service (ES) directors. These people were provided with copies of the instructions to Probation and Parole Officers for making adjustments to employment projections. The geographic boundaries of the administrative planning regions, those of the Adult Probation and Parole Branches, and those of the local Employment Service offices are not contiguous. However, groups of parole officers and ES labor market analysts reviewed the projections for regions most similar in geography and made the requisite adjustments.

The adjusted data were compiled for both the regions and the SMSA's and collapsed into the occupational categories used in the needs assessment survey. SMSA data were subtracted from the appropriate regional categories and the regional estimates aggregated in order to obtain estimates for the balance of the state.

Employer hiring practices. Information on employer hiring practices was sought to provide additional insight into the employment restrictions imposed as a function of being an ex-offender. A systematic random sample was drawn of public and private employers representative of major industry groupings in North Carolina. Sources for the sample are as follows:

1. Public Employers - (1) All cities with a population over 10,000 listed in the "Directory of the N.C. League of Municipalities" were contacted. (2) Twenty-five (25) of the counties listed in the "Directory of the N.C. Association of County Commissioners" were randomly selected for inclusion in the sample.

2. Private Employers - A sample of manufacturing firms listed in the Directory of N.C. Manufacturing Firms, and a sample of non-manufacturing firms listed in the Directory of the Top Fifty Non-Manufacturers with Establishments in N.C. were selected for contact by project staff.

Other non-manufacturing firms were drawn randomly from the yellow pages of the telephone directories of five (5) North Carolina cities selected for geographic distribution across the state and for variations in population. The cities selected were: Asheville, Greensboro, New Bern, North Wilkesboro and Raleigh. Altogether 300 employers were contacted by telephone. A total of 194 agreed to provide information regarding their policies and attitudes toward hiring ex-offenders.

Responses to the telephone survey were recorded on brief forms designed by the project staff. The data were compiled by type of employer and by number of persons employed by the organization. A copy of the interview format is included in Appendix E.

Legal Employment Barriers

Pertinent N.C. legal statutes and studies of local, administrative and policy restrictions conducted by other organizations were reviewed to determine barriers to employment of ex-offenders. One such resource was the American Bar Association's publication, Removing Offender Employment Restrictions, in which there is a state-by-state listing of statutory conditions affecting the licensing of ex-offenders. An attempt was made to contact those organizations reported by the ABA study as having restrictive licensing practices. In addition contact was made with labor union representatives, the N.C. Apprenticeship Council, the State Personnel Office, and the N.C. Attorney General's office in order to solicit their views as to the employment outlook for ex-offenders and parolees.

Available Vocational Education and Training Resources

Public institutions. A questionnaire was developed by project staff to gather information concerning program offerings in the Community College system (CC/TI). The purpose and requirements of the questionnaire were presented by a project staff member at a meeting of the Association of CC/TI presidents in September 1976. The instrument was pre-tested by six (6) community college deans, modified to reflect their criticisms and mailed to the presidents of the fifty-seven (57) Community Colleges and Technical Institutes in October 1976. Follow-up mailing and personal contacts by the project staff elicited a response from fifty-four (54) units. Secondary information regarding the program offerings of the three (3) non-respondents was obtained from the Department of Community Colleges. Information as to programs offered on-site at Correction field units was compared against Correction program print-outs and differences noted. A copy of the questionnaire is given in Appendix F.

Private Institutions. The CC/TI questionnaire was modified for mailing to the thirty-one (31) private trade, technical and vocational schools licensed by the State of North Carolina. Real Estate and insurance schools were omitted from the survey because these were considered to be professional level occupations. A copy of the questionnaire is presented in Appendix G.

Program Assessment

The process of the selection and development of vocational training programs as well as the content and quality of existing programs was assessed through in-depth interviews of sixty-two (62) vocational instructors and on-site inspection visits to the classrooms, shops and/or labs of the vocational courses taught in prison facilities across the state. In addition, lengthy interviews were carried out with program directors at eighteen (18) correctional facilities and with the program staff at each of the six (6) geographic areas of the Division of Prisons.

Two separate interview guides for instructors and program personnel were developed by project staff. The pilot instruments were reviewed by the Chief of Program Services and tested on three program administrators and three instructors. The instruments were finalized and a schedule for the visitation of correctional units was coordinated through the Correction Program Office. Copies of the interview guides are presented in Appendix H.

All facilities offering three or more vocational courses were included in site visits. The three-course minimum was established so as to reduce the extensive travel required for information from instructors from units with minimal vocational offerings. In addition, all youth facilities and those units considered to have unusual or outstanding programs were visited.

The interviews were carried out by four project staff members during November and December 1976. Effort was made to obtain program data for the courses offered during the fall quarter of 1976 in order to increase the comparability of information obtained from program personnel of the Department of Correction and vocational instructors employed by the Department of Community Colleges. Vocational instructors paid by the Division of Prisons were also interviewed during the prison facilities site visits.

Prison Enterprises

Prison Enterprise operations include four (4) major categories and seventeen (17) sub-categories. The major categories are manufacturing, services, agribusiness and construction.* The project staff worked closely with the Director of Operating Services to select sites for the assessment which included the major categories and all but three of the sub-categories. The sub-categories omitted were: (1) timberland management--no inmates were actively employed in this category at the time of the site visits, (2) labor services--this is a very limited category consisting of janitorial and gardening functions, and (3) transportation and communication--which is an "equipment control" function staffed by only four inmates. At the time of the assessment there were approximately 1,300 inmates in fifteen (15) manufacturing operations, three (3) construction crews, five (5) different service occupation areas and four (4) different agribusiness and distribution activities.

---

*Construction is considered as an enterprise although administratively located in Central Engineering.

In order to assess the level of skill required to perform the various prison enterprise jobs and the transferability of these skills to civilian jobs, the project staff developed an extensive protocol for on-site evaluation. The instrument included questions geared to determine the comparability of prison production technology, methods, standards, quality control, and equipment to that in private industry. The instrument was previewed by the Director of Operating Services, and a schedule of visits to prison enterprise operations was arranged. Each enterprise superintendent was notified by the Director of the impending visit and was asked to be cooperative and open in his response.

Four consultants possessing expertise in industrial technology and vocational education assessed the vocational training potential of the enterprises. These experts confirmed pre-scheduled appointments and visited nineteen (19) enterprise operations during November and December, 1976. Written reports of their findings were submitted to the project director. A copy of the assessment instrument is included in Appendix I.

Work release programs. In order to obtain a sample of work release employers, it was necessary to gain access to over 3,000 files of inmates who are, or have been, on work release. At the time the sample was drawn, there were 1,562 active work release participants. There was no print-out or file of active employers available from the Work Release Accounting Office, Department of Corrections.

Project staff randomly selected over 400 inmates' files and compiled address cards for 200 different work release employers. In addition, the names of three local employers of work release inmates were obtained for the purpose of testing the questionnaire.

A questionnaire was developed for mailing to work release employers. It was reviewed by three local employers and revisions were made. The questionnaires were mailed along with a cover letter and a stamped, return addressed envelope. Compatible occupational categories were again used for the questionnaire. Respondents were asked to indicate the category(ies) in which they employed inmates, whether on-the-job training was provided, and other pertinent questions, including those designed to secure information on the placement of inmates upon parole or completion of sentence. A copy of the questionnaire is given in Appendix J.

Secondary Data Sources

Information on vocational programs not sponsored by the Department of Community Colleges was obtained from various sources. Reports and print-outs prepared by the Program Services Section (Educational Services Branch) of the Division of Prison provided the original leads for identifying non-CC/TI sponsored programs. Report/print-out data were compared with information collected by the project staff and verified by extensive cross-checking of the various sources to obtain an accurate picture of the vocational training opportunities available to inmates at prison facilities.

Chapter III

RESULTS

This chapter focuses on the data obtained during the project. Data are presented in a question and answer format allowing the reader to review data pertaining only to those data oriented questions of greatest interest. These questions are grouped in sequence to provide collective answers to three of the four major policy questions of the study.

Section I collectively addresses the major question: What are the vocational training needs and occupational interests of inmates? Section II addresses the major question: What internal and external facilities and programs are available? Section III addresses the major question: What are the employment opportunities for ex-offenders? The question of How can facilities, programs and services be most effectively organized to insure that correctional inmates have ready access to vocational education that is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training? is addressed in the final chapter of this report.

The reader should note that a number in parentheses immediately follows each question. This number represents the frequency of responses upon which the answer is based. For example, Section I, Question 1 is followed by (N = 545) which means that the answer is based on data received from 545 respondents. The reader will notice that the numbers fluctuate from question to question. This results from the fact that there is a difference in the number of respondents for each of the types of questionnaires. Also, some respondents did not answer every question or give an answer which could be coded for analysis. In several instances the category "no response" is used if the lack of an answer is considered significant. Finally, for many questions the answers are stated as percentages. Where response categories are not mutually exclusive, the sum of the percentages may exceed 100 percent. Percentages have been rounded to whole numbers unless greater specificity is deemed necessary.

Index of Questions

A list of questions answered by the data collected in the course of this study is presented below. The source of the data used to answer each question is shown in Appendix K. Because of the great number of possible questions, only those areas of greatest policy significance have been formulated as questions. For the sake of completeness, the aggregated item responses for each of the instruments administered are presented on the appendicized copies of the instruments. Appendix L contains results of the study not displayed on the various instruments. A comparison of the inmate population and the project sample on selected characteristics is provided in Appendix M.

Section I. Inmate Training Needs and Occupation Interests

1. What percent of the inmates are interested in taking vocational courses while in prison?
2. For what reasons are inmates interested in taking vocational courses?

3. What are the characteristics of inmates who are interested in taking vocational courses versus those who are not?
4. What percent of the inmates have taken vocational courses at a prison unit?
5. What reasons do inmates give for not taking on-site vocational courses?
6. What are the characteristics of inmates who have taken vocational courses versus those who have not?
7. Of the inmates taking vocational courses while in prison, what percent completed the courses?
8. What vocational education courses are inmates interested in taking?
9. What type of training other than vocational courses are inmates interested in acquiring?
10. What are the occupational interests expressed by the inmate sample?
11. Do inmates have the skills for the work they are interested in doing following release?
12. For what reasons do inmates say they want work release jobs?

Section II. Availability of Facilities and Programs

1. What is the relationship between the perceived needs of inmates and the provision of vocational courses at prison units by Community Colleges?
2. Are inmates given tests to determine their vocational aptitudes?
3. Do inmates say that anyone has talked with them about job training?
4. Who discusses job training with the inmates?
5. What vocational courses provided by community colleges are available on-site to correction inmates?

6. How do the inmates rate the quality of vocational courses taken while in prison?
7. To what extent do Community Colleges offer courses with minimum entry requirements?
8. To what extent do the courses offered at Community Colleges and Technical Institutes usually have capacity enrollments?
9. To what extent are courses at Community Colleges/Technical Institutes modularized?
10. What are the attitudes of Community College and Technical Institute administrators toward the provision of occupational education to correction inmates?
11. Do local Community College and Technical Institutes have policies regarding the acceptance of credits for the same technical and/or vocational education curriculum program from another CC/TI?
12. Are local Community College and Technical Institute officials willing to provide regular follow-up services to study release inmates and ex-offenders who might complete technical and/or vocational education curriculum programs?
13. What are the attitudes of private business and trade school administrators toward the education of correction inmates?
14. What guidance and counseling services could be regularly provided to correction inmates on study release?
15. What types of job placement services could be regularly provided to inmates enrolled in technical and/or vocational programs on study release?
16. Who could provide placement services to inmates who might enroll

in technical and/or vocational programs on study release?

17. What are the demographic characteristics of vocational instructors at prison facilities?

18. What is the educational background of vocational instructors at prison facilities?

19. What type of teaching experience is possessed by vocational instructors who teach at prison facilities?

20. How are vocational courses selected for offering in correctional facilities?

21. Does the mobility of the inmate population affect the planning of vocational courses?

22. Are test scores of inmates used by instructors in planning vocational courses?

23. In the opinion of the instructors surveyed, do administrative and security requirements take priority over training at the unit?

24. Do instructors perceive it to be a problem to obtain adequate financial support for salaries, facilities, or equipment, materials and supplies?

25. At the facility level what do program personnel perceive as the primary goals of vocational training programs?

26. How do unit and area program personnel rate vocational training as a priority?

27. What mechanisms or resources are utilized in vocational program development?

28. How do correctional program personnel rate the quality of on-site vocational instruction?

29. How do program personnel rate the machinery and equipment used in on-site vocational training?
30. How do prison program personnel rate the facilities for vocational education?
31. How do area level program personnel rate the overall cooperation/support received from local Community Colleges and Technical Institutes?
32. How do unit (Field, Institutions, and Youth Complex) program personnel rate the overall cooperation/support received from local Community Colleges and Technical Institutes?
33. How do vocational educators rate the overall vocational training potential of the four categories of prison enterprise jobs?
34. When not being used for production, to what extent could prison enterprise facilities be used to provide training to inmates?
35. How do the machinery and equipment used in prison enterprises compare with that currently used in private industry?
36. Do work release jobs afford training to inmates?
37. In their comments, what concerns do inmates express regarding the vocational training available to them?

Section III. Employment Opportunities for Ex-Offenders

1. What is the occupational outlook for parolees and ex-offenders in North Carolina?
2. How do inmate occupational interests compare with employment opportunities and the availability of related vocational courses?
3. What are the occupational categories of work release jobs?

4. What job requirements and abilities do work release employers consider important when hiring inmates?
5. What problems do work release employers identify regarding the inmates?
6. Do the major employer groups surveyed have written policies regarding hiring parolees and ex-offenders?
7. What are the legal and administrative barriers to the employment of ex-offenders in North Carolina?

Section I. Inmate Training Needs and Occupation Interests

QUESTION 1:

WHAT PERCENT OF THE INMATES ARE INTERESTED IN TAKING VOCATIONAL COURSES WHILE IN PRISON? (N = 545)

Ninety (90) percent of the inmates indicate an interest in taking vocational courses while in prison. Division of Prisons records show that less than nine (9) percent of the inmate population currently is involved in on-site vocational programs.

QUESTION 2:

FOR WHAT REASONS ARE INMATES INTERESTED IN TAKING VOCATIONAL COURSES? (N = 545)

75%	To learn job skills
44%	To help them get parole or early release
29%	To get gain time
27%	To pass the time
6%	To get out of working at a unit job assignment
30%	To make their prison record look good
26%	To get custody level promotions
20%	To get unit privileges
9%	To collect VA benefits
74%	To get a good job outside
19%	Other

Three (3) out of every four (4) inmates indicating an interest in vocational education see vocational education as a means to securing a productive job upon release. Approximately one (1) out of every four (4) inmates expressing an interest did so for non-job related reasons; e.g., to obtain gain time, to pass the time, to make their record look good.

QUESTION 3:

WHAT ARE THE CHARACTERISTICS OF INMATES WHO ARE INTERESTED IN TAKING VOCATIONAL COURSES VERSUS THOSE WHO ARE NOT?

	N = 492 Interested	N = 53 Not Interested
Adult male	87%	13%
Youth male	94%	6%
Female	98%	2%
Mean I.Q.	98.7	99.1

A significantly greater percentage of youthful male offenders expressed an interest in vocational courses than did adult male offenders. Although a greater percentage of females expressed an interest than did males, the difference was not statistically significant. Interest in taking vocational courses appears not to be a function of the I.Q. level of the inmate.

QUESTION 4:

WHAT PERCENT OF THE INMATES HAVE TAKEN VOCATIONAL COURSES AT A PRISON UNIT? (N = 545)

Although ninety (90) percent of the inmates indicate an interest in vocational education, only sixty-two (62) percent of the inmates indicated they have taken vocational courses at a prison unit. Information as to the reasons for this disparity are analyzed in the following question.

QUESTION 5:

WHAT REASONS DO INMATES GIVE FOR NOT TAKING ON-SITE VOCATIONAL COURSES? (N = 209)

18%	None offered that they wanted
11%	Would have to transfer to another unit
7%	Not interested
6%	Courses are not good
16%	Have work assignments
5%	Classes are always full
10%	Can't get assigned
26%	Other reason(s)

The two most frequently offered specific reasons centered on the non-availability of courses of interest and conflicting work assignments. With respect to non-classified reasons, inmates frequently commented about the lack of variety in course offerings at their units and the inadequacy of equipment and facilities (space) to meet their training needs.

QUESTION 6:

WHAT ARE THE CHARACTERISTICS OF INMATES WHO HAVE TAKEN VOCATIONAL COURSES VERSUS THOSE WHO HAVE NOT?

		Have Taken Courses N = 336	Have Not Taken Courses N = 209
Sex (p<.0001) (N = 519)	Male	60%	40%
	Female	89	11
Age (p<.0001) (Male, N = 474)	Youth	77	23
	Adult	56	44
Race (p<.1710) (N = 545)	Black	59	41
	White	64	36
	Other	77	23
Crime (p<.0013) (N = 540)	Felon	65	35
	Misdemeanor	44	56
Offense (p<.5092) (N = 530)	First	62	38
	Other	62	38
Security Level (p<.0141) (N = 367)	Med/Max	50	50
	Minimum	63	37
Mean I.Q. (p<.4062) (N = 477)		99	97

Females are significantly more likely to have taken one or more vocational courses than males in the North Carolina prison system. Youthful offenders are significantly more likely than adult inmates to have taken a course in vocational education. Only fifty-six (56) percent of the adult males surveyed indicated they had taken vocational courses while in prison.

Persons serving time for a felony have a significantly greater probability of taking vocational courses than misdemeanants. Also, those inmates currently in minimum custody units are more likely to have had vocational training though they may have taken the course(s) at medium custody units.

Conserve, Inc

Race does not appear to be a significant factor in whether or not an inmate has taken vocational courses. Nor does it appear to matter whether one is serving time for a first offense or repeated offenses Intelligence does not appear to be related to the propensity to take vocational education courses

QUESTION 7:

OF THE INMATES TAKING VOCATIONAL COURSES WHILE IN PRISON, WHAT PERCENT COMPLETED THE COURSES? (N = 340)

No. Courses Completed	% Inmates Completing
0	21%
1	46
2	24
3	6
4	2
5	1

The question on the inmate survey was phrased so as not to limit the responses to courses taken within prison units. Some inmates included courses they had taken on study release. Nearly half of the inmates reported that they had completed one vocational education course since coming to prison. However, nearly one (1) in every five (5) inmate who had taken a course failed to complete.

> One articulate inmate explained, "The . . . problem involved is the transferring of inmates before they complete the course they are involved in. In cases where an inmate is promoted to Minimum Custody grade, he is transferred to a Minimum Custody unit. If he has completed three months of a six-month program and is transferred, the time that has been put into the course by both student (inmate) and instructor is wasted, not to mention the funds involved."

QUESTION 8:

WHAT VOCATIONAL EDUCATION COURSES ARE INMATES INTERESTED IN TAKING?

(N = 511)

Course Title	Percent Interested
Automotive Mechanics	23%
Heavy Equipment Operation	18
Welding	17
Automotive Body & Fender Repair	13
Bricklaying/Masonry	12
Cooking, Baking, Food Service	11
Drafting (Mechanical or Construction)	11
Carpentry	10
Basic Electricity/Installation and Maintenance	10
Commercial Photography	10
Accounting/Bookkeeping	9
Air Conditioning/Heating/Refrigeration	9
Barbering	8
Radio/Television Repair	8
Machine Shop	7
Key Punch and Coding Equipment Operation	7
Computer and Console Operation	7
Commercial Art	7
Woodworking	7
Upholstering	6
Cabinetmaking & Millwork	6
Typing, Shorthand, etc.	5
Cosmetology	5
Nursing Assistance (Aide or Orderly)	5
Electrical Lineman	5
Sheet Metal Work	4
Plumbing and Pipe Fitting	4
Agricultural Production	4
Clothing Production and Services (Tailoring and Dressmaking)	4
Dental Assisting	3
Fireman Training	3
House Painting and Paper Hanging	3
Small Internal Combustion Engine Repair	3
Business Machine Maintenance	3
Small Appliance Repair (Elec. or Gas)	2

Course Title	Percent Interested
Meat Processing	2%
Printing	2
Library Science	2
Industrial Maintenance	2
Laundry Operation	1
Horticulture	1
Lithography (Offset Press)	1
Other	15

Inmates were directed by the instructions to select their first, second, and third choices of vocational course offerings. Five hundred eleven (511) of the 546 sample indicate at least one choice. The number of first, second and third choices were added for each response option, and percentages were calculated based on the total number of inmates responding. The inmates' most frequent choices indicate interest in courses which would prepare them for skilled trades. Inmates expressed least interest in lithography, horticulture, laundry operations, repair and maintenance, meat processing, printing and library science.

QUESTION 9:

WHAT TYPE OF TRAINING OTHER THAN VOCATIONAL COURSES ARE INMATES INTERESTED IN ACQUIRING? (N = 510)

	Males (N = 467)	Females (N = 43)
Adult Basic Education (ABE)	15%	5%
General Educational Development (GED)	30	12
College Courses	42	63
Money Management	27	44
Social Adjustment	30	37
Personal Hygiene and Health	17	21

	Males (N = 467)	Females (N = 43)
Body Building and Recreation	42	30
Other	15	28

Almost eighty-five (85) percent of the total population indicate an interest in one or more of the above courses. In the "other" category respondents frequently specify art and specific athletic activities such as tennis and swimming.

Male and female responses differ markedly in several areas. Women are significantly (p<.0073) more often interested in college courses than men, and are significantly less often interested in ABE (p<.0579) and GED (p<.0104) than are men. More women (p<.0180) are also interested in money management than are their male counterparts.

QUESTION 10:

WHAT ARE THE OCCUPATIONAL INTERESTS EXPRESSED BY THE INMATE SAMPLE? (N = 536)

Mechanics and Repairs	42%
Construction	35
Occupations in Transportation Activities	26
Social Service Occupations	21
Service Occupations	18
Industrial Production and Related Occupations	18
Art, Design and Communications-related Occupations	17
Scientific and Technical Occupations	15
Office Occupations	15
Sales Occupations	14

Professional	11%
Health Occupations	10
Agricultural/Farming Occupations	9
Education and Related Occupations	8
Other	13

Inmates were asked to indicate their first, second and third choices of the general type of work they were interested in doing following release. The percentages reported represent the total number of choices for each occupational category for the 536 inmates who responded to the question.

Inmates are most interested in mechanics and repairs and construction occupations; and least interested in educational, agricultural and health occupations.

The data show that the ten primary vocational course interests of inmates correspond to six of their seven most frequently selected occupational interests. (See Question 8, this Section) Although twenty-one (21) percent of the inmate sample expressed an interest in the occupational category Social Service, courses relating to a social service occupation are not offered in the vocational program category. In all other categories, the vocational course interests expressed by the inmates correspond very closely to their occupational interests.

QUESTION 11:

DO INMATES HAVE THE SKILLS FOR THE WORK THEY ARE INTERESTED IN DOING FOLLOWING RELEASE? (N = 539)

Eighty (80) percent of those responding stated that they already had the skills to do the job they are interested in doing upon release. Sixty-four (64) percent claimed to have the skills before coming to prison.

These data appear to conflict with the inmates' primary reason for wanting to take vocational courses -- "To learn job skills," and the secondary reason for wanting work release -- "To get on-the-job training." A possible explanation for this apparent inconsistency is that although the vocational skill level possessed by many inmates may be very low, they are not likely to admit having no skill(s). Such an admission could hamper their ability to get placed in a work release job or even to secure a work plan for parole.

Inmates repeatedly commented that skill training could lead to jobs which paid enough to help them stay out of trouble. However, they were pessimistic regarding their chances of getting placed in such a job. For this reason, inmates claim to have the skills to do a job -- any job -- in order not to look bad to reviewers of their records.

It should be noted that female offenders are much less likely to claim they have vocational skills. Eighty-three (83) percent of the males stated they possessed the skills to do the work of their interest while only sixty-seven (67) percent of the females made this claim.

QUESTION 12:

FOR WHAT REASONS DO INMATES SAY THEY WANT WORK RELEASE JOBS? (N = 397)

65%	To get on-the-job training
100	To make money
26	To see if they would like that kind of work
60	To get out of the prison unit
45	Other

Seventy-three (73) percent of all inmates surveyed responded positively when asked if they would like to have a work release job. Those inmates wanting a work release job unanimously checked "to make money" as their reason for wanting a work release job. The second most frequent reason for desiring a work release job is "to get on-the-job training," and is closely related to the most frequently selected reason for wanting to take vocational courses -- "to learn job skills." In the "other" category inmates often listed reasons relating to contact with people in order to ease their adjustment into the outside world.

Section II. Availability of Facilities and Programs

QUESTION 1:

WHAT IS THE RELATIONSHIP BETWEEN THE PERCEIVED NEEDS OF INMATES AND THE PROVISION OF VOCATIONAL COURSES AT PRISON UNITS BY COMMUNITY COLLEGES? (N = 511)

I Vocational Course Options	II % Choice of Inmates	III # Prison Units Offering Course
Automotive Mechanics	23%	9
Heavy Equipment Operation	18	0
Welding	17	9
Automotive Body & Fender Repair	13	1
Bricklaying/Masonry	12	9
Cooking, Baking, Food Service	11	24
Drafting (Mechanical or Construction	11	5
Carpentry	10	8
Basic Electricity/Installation and Maintenance	10	6
Commercial Photography	10	0
Accounting/Bookkeeping	9	0
Air Conditioning/Heating/ Refrigeration	9	1
Barbering	8	0*
Radio/Television Repair	8	0
Machine Shop	7	0
Key Punch and Coding Equipment Operation	7	0*
Computer and Console Operation	7	0*
Commercial Art	7	0
Woodworking	7	3
Upholstering	6	4
Cabinetmaking & Millwork	6	3
Typing, Shorthand, etc.	5	1*
Cosmetology	5	0
Nursing Assistance (Aide or Orderly)	5	0
Electrical Lineman	5	1
Sheet Metal Work	4	0
Plumbing and Pipe Fitting	4	3
Agricultural Production	4	0
Clothing Production and Services (Tailoring and Dressmaking)	4	0
Dental Assisting	3	0

*Related courses offered by source other than a Community College or Technical Institute.

I Vocational Course Options	II % Choice of Inmates	III # Prison Units Offering Course
Fireman Training	3%	0
House Painting and Paper Hanging	3	0
Small Internal Combustion Engine Repair	3	9
Business Machine Maintenance	3	0
Small Appliance Repair (Elec. or Gas)	2	2
Meat Processing	2	0
Printing	2	0
Library Science	2	0
Industrial Maintenance	2	2
Laundry Operation	1	0
Horticulture	1	0
Lithography (Offset Press)	1	0

Column I reflects the interest in vocational courses as perceived by the sample inmate population. Courses are ranked according to the percentage of times that they were chosen either first or second or third by the inmates. Percentages are shown in Column II. The number of prison facilities out of the total of seventy-seven (77) units at which the various courses are available to inmates is given in Column III. The numbers in Column III reflect only prison units at which a Community College or Technical Institute reported the course offering.

Although automotive mechanics is most frequently chosen, inmates have access to training at only nine (9) of the seventy-seven (77) prison facilities. In contrast, food service, which was chosen by only one (1) out of every nine (9) inmates, is the most frequently offered course. Small engine repair is selected by only three (3) of every 100 inmates but is the next most frequently offered course. The course ranked second by the inmates, heavy equipment operation, is not available at any of the prison facilities.

Complete course offerings are displayed in Appendix L.

QUESTION 2:

ARE INMATES GIVEN TESTS TO DETERMINE THEIR VOCATIONAL APTITUDES? (N = 526)

	Yes	No
All Males	24%	76%
Females	33%	67%
Youth Males	39%	61%
Adult Males	22%	78%

Only twenty-five (25) percent of the sample inmate population claims to have been given tests to determine vocational aptitudes and abilities. Significantly more males under twenty-one claim to have been tested than do adult males. No significant differences were found between males and females.

QUESTION 3:

DO INMATES SAY THAT ANYONE HAS TALKED WITH THEM ABOUT JOB TRAINING? (N = 542)

	Yes	No
Adult Male	50%	50%
Youth Male	73%	27%
Female	80%	20%
Total	50%	44%

Males under twenty-one and female offenders reportedly are much more likely to have received some vocational counselling than the adult male inmate. These results are consistent with the greater percentage of females and youth who reportedly have taken vocational courses as compared with adult males.

QUESTION 4:

WHO DISCUSSES JOB TRAINING WITH THE INMATES? (N = 542)

42%	Program staff at a unit
16%	Correctional officer at a unit
42%	Instructor of vocational courses
28%	Counselor
32%	Vocational Rehabilitation counselor
11%	Case worker
6%	Parole Officer
12%	Other(s)

Program staff and vocational instructors are the most frequently cited personal sources of job information. Counselors are significantly less likely to discuss job training with inmates than are program staff and/or vocational instructors. (In the "Other" category volunteers and inmates on work release were frequently specified by the respondents as sources of information on job training.)

QUESTION 5:

WHAT VOCATIONAL COURSES PROVIDED BY COMMUNITY COLLEGES ARE AVAILABLE ON-SITE TO CORRECTIONAL INMATES? (N = 57)

On-Site Vocational Courses Offered by CC/TI	% of Correctional Units Having Course(s) (N = 41)	% of Total CC/TI Courses Offered at Prison Units (N = 101)
1. Auto Body Repair	1%	1%
2. Automotive Mechanics	12	8
3. Basic Typing	1	1
4. Blueprint Reading	1	2
5. Cabinetmaking	4	2

	On-Site Vocational Courses Offered by CC/TI	% of Correctional Units Having Course(s) (N = 41)	% of Total CC/TI Courses Offered at Prison Units (N = 101)
6.	Carpentry	10%	7%
7.	Drafting	5	4
8.	Electrical Installation & Wiring	9	7
9.	Electrical Lineman	1	1
10.	Heating, Air Conditioning & Refrigeration	3	2
11.	Masonry	12	10
12.	Plumbing	4	2
13.	Quantity Cooking & Baking	31	25
14.	Sewing Machine Repair	3	2
15.	Small Engine Repair	12	9
16.	Upholstery	5	6
17.	Welding	12	9
18.	Woodworking	4	3

Forty-one (41) of the seventy-seven (77) prison facilities have on-site vocational courses provided by Community Colleges and/or Technical Institutes. As can be seen from the above results, Quantity Cooking and Baking is the most frequently offered course. Not only is it offered at thirty-one (31) percent of the units, but this course alone accounts for twenty-five (25) percent of the total number of courses offered at prison units. One reason is that it is economically advantageous for the Department of Correction to provide cooking instruction for inmates. A large number of inmates work in the prison unit kitchens. As one instructor commented, the purpose of his cooking course was "basically (to) teach them to feed this camp." Other courses frequently offered are: Automotive Mechanics (8% of the total courses), Carpentry (7% of total courses), Masonry (10% of total courses), Small Engine Repair (9% of total courses), and Welding (9% of total courses). A categorical listing of the courses offered at prison units, classified according to prison unit and institution offering course, is included in Appendix L.

The vocational courses offered by Community Colleges and Technical Institutes are grouped into four categories: 1) Technical education curriculum programs, 2) Vocational education curriculum programs, 3) Occupational extension programs, and 4) Specialty education programs. According to the results of the Community College survey, all correction on-site courses are in categories two and three with fifty-four (54) percent in the latter. An occupational extension program is defined by Community Colleges as a non-curriculum course designed to prepare a person for a specific purpose (i.e., a job). Each course is complete in itself and may be longer or shorter than regular quarter courses. Successful completion may be recognized by a certificate or diploma. Curriculum programs have courses organized in a particular sequence and require a minimum of 330 contact hours for an associate degree, diploma or certificate. They also have a greater potential for transferability and thus for credit accumulation.

Fourteen (14) of the eighteen (18) medium custody field units have on-site vocational courses provided by a CC/TI, whereas on-site courses are provided at only twenty (20) of the forty-eight (48) minimum custody units. One explanation is that there is study release available to inmates with the required custody level (level IV) in minimum security. However, prior data collected by the Division of Prisons, Program Services Branch (Price, Sept. 1976), show that study release inmates are primarily involved in academic rather than vocational programs. It should also be noted that minimum custody field units are expected to provide personnel to meet road work quotas. Also, at the field unit level the State Division of Vocational Rehabilitation provides vocational training for inmates bussed in from the Martin County Unit. Inmates from Stokes and Yadkin County units are bussed to Dobson School where vocational training is furnished by Surry Community College and Forsyth Technical Institute. The courses taught at Dobson are counted in the "on-site" category.

At the institutional level the Department of Community Colleges provides vocational training at the Odom/Caledonia Complex. At all other adult institutions the vocational training available is provided by other sources. At Central Prison two courses are taught by the Division of Prisons, one in Institutional Housekeeping (certified by N.C. State University) and one in Chemistry/X-ray Technology (certified by East Carolina University). The Division of Prisons also provides typing instruction at Odom prison farm. No vocational courses are provided for the inmates of Blanch Prison although inmates bussed from Person and Caswell County units receive classroom instruction at the Blanch Metal Plant. All but one course offered by Community Colleges at the adult institutions fall into the occupational extension category. One brick masonry course is classified as vocational extension by the CC/TI providing the training.

At the N.C. Correctional Center for Women, the Division of Prisons provides teachers for secretarial courses (General Clerical and Typing I, II and III), and a volunteer furnishes instruction in computer programming on equipment donated by Burroughs Corporation and the Episcopal Diocese of North Carolina. Wake Technical Institute has declined to offer on-site vocational courses, but there are several women attending that school on study release -- three in library science, two in nursing assistance, and one each in business administration, secretarial science, auto mechanics, and laboratory technician assistance. In addition, there are four study release students in private cosmetology schools and two in training as dental assistants at Wake County Dental Clinic.

The Youth Services Complex has the largest percentage of courses in the vocational curriculum category, with sixty-one (61) percent of the eighteen (18) courses being in this category. Included in the Youth Services' course count are two programs taught at Western Piedmont Community College to inmates from Burke Youth Center. Those courses are counted as "on-site" due to the closed nature of the classroom. Inmates do not mix with regular students and are not allowed to leave the confines of the class or shop during their visit to the campus. Burke and Western Correctional Center inmates are also provided general vocational training by the N.C. Division of Vocational Rehabilitation.

QUESTION 6:

HOW DO THE INMATES RATE THE QUALITY OF VOCATIONAL COURSES TAKEN WHILE IN PRISON? (N = 328)

	Excellent	Good	Fair	Poor
a) The instruction was:	42%	42%	13%	3%
b) The course content was:	25	50	20	5
c) The buildings were:	14	41	33	12
d) The equipment was:	21	40	27	12

Only the inmates who have taken vocational courses while in prison were asked to respond to this question. Three hundred thirty-six (336) inmates state that they have taken vocational courses in prison. All but eight (8) of those inmates rated the overall quality of on-site courses.

Eighty-four (84) percent rate the quality of instruction as excellent or good. Favorable ratings decrease for the other three components, with the least favorable ratings being given to buildings. In all instances, however, at least half of the inmates rate the quality as excellent or good.

Inmates were encouraged to offer comments regarding vocational training. Inmates frequently referred to the usefulness of vocational courses as a factor in reducing recidivism and as a means of reducing tension and frustration caused by idleness. Nineteen (19) inmates stated that a lack of vocational training or job skills was related to their being in prison, whereas thirty-one (31) said this had no bearing. A number of inmates also discussed the drawbacks of the training available to them. Common complaints focused on the lack of relevancy of courses to jobs they would be interested in doing upon release, inability to transfer (partial) credit from one unit to another, and lack of placement assistance in a related trade. One inmate commented,

> Vocational training is good if an inmate could get the job he has trained for upon release or work release. But most time, when released an inmate is given the first thing that pops up. A person trained in upholstery don't want to get out and dig ditches or mop floors.

The most frequent comments made by inmates pertain to the limited access inmates have to the courses and the lack of variety in the courses. Many indicate that even though they wanted training and had requested assignment to vocational courses, several factors interfere with their obtaining the training. Frequently mentioned factors are (1) crowded conditions which prevent assignment of all interested inmates, (2) changes in custody levels require transfers to units not offering the desired courses, and (3) lack of a consistent policy for selection or assignment of inmates to the various activities at different camps.

Finally, a very common complaint is directed at the road quota. Inmates feel that the road quota prevents those in minimum custody from obtaining assignments to desired vocational training programs. One inmate offered this assessment of the situation.

> At most camps only a selected group of inmates can get into vocational programs. I've known plenty of guys who were really interested in the programs but were turned down for vocational courses in order to fill the road crew quota or to pick up paper on the yard. Neither of these jobs would give the man something to look forward to or be of use to him upon release.

QUESTION 7:

TO WHAT EXTENT DO COMMUNITY COLLEGES OFFER COURSES WITH MINIMUM ENTRY REQUIREMENTS? (N = 53)

Requirement	% of CC/TI Having Requirements
1. Minimum reading and/or math grade level equivalency desired for all programs	19%
2. Minimum reading and/or math grade level equivalency desired for some programs	13
3. High school completion or GED certificate desired for all programs	21

Requirement	% of CC/TI Having Requirements
4. High school completion or GED certificate desired for some programs	15%
5. Minimum test score or remedial work required for some programs	11
6. Minimum grade level required for some programs	6

Fifty-three (53) Community Colleges/Technical Institutes completed this portion of the questionnaire. Fourteen (14) list no established minimum entry requirements for any vocational program offered at the school. The remaining thirty-nine (39) have minimum requirements which have been divided into six categories. The percent of Community Colleges/Technical Institutes which reported minimum requirements are shown above. Responses are not mutually exclusive.

Based on the inmates sampled, the mean educational level claimed is 10.7 years of schooling. The mean of their educational achievement (WRAT) scores is over three years less than the claimed level -- 7.05 years. (According to 1976 baseline data of the Department of Correction, the overall achievement test level is 6.4.) Thus, in order to meet minimum course entry requirements for technical and/or vocational education curriculum programs, many inmates would need remedial education.

QUESTION 8:

TO WHAT EXTENT DO THE COURSES OFFERED AT COMMUNITY COLLEGES AND TECHNICAL INSTITUTES USUALLY HAVE CAPACITY ENROLLMENTS? (N = 53)

Forty-three (43) percent of all courses offered are usually operated at capacity. This statistic is based on the responses of fifty-three (53) institutions covering almost twelve hundred (1200) courses.

Capacity enrollment would tend to restrict the options available to inmates eligible for study release.

QUESTION 9:

TO WHAT EXTENT ARE COURSES AT COMMUNITY COLLEGE/TECHNICAL INSTITUTES MODULARIZED? (N = 53)

Fifty-three institutions indicated that twenty-five (25) percent of the courses currently offered are modularized. A module is defined as a unit of instruction preparing a student for a specific job skill. Modularized instruction would permit inmates on study release to learn specific job skills within a short period of time, and would facilitate credit transfer provided that the course content was standardized across the Community College system.

QUESTION 10:

WHAT ARE THE ATTITUDES OF COMMUNITY COLLEGE AND TECHNICAL INSTITUTE ADMINISTRATORS TOWARD THE PROVISION OF OCCUPATIONAL EDUCATION TO CORRECTION INMATES? (N = 54)

1 = Strongly Disagree
3 = No Opinion
5 = Strongly Agree
2 = Disagree
4 = Agree

	Mean	
a.	1.85	Correctional institution students and regular students should not be associated in the same shop, lab, or classroom.
b.	2.72	Parents object strongly to mixed instructional groups of their children and inmates of correctional institutions.
c.	2.48	Instructors are reluctant to teach within a correctional unit.
d.	3.12	Instructors qualified to teach in a correctional unit are difficult to recruit and employ.

e. 3.87 In some occupational education labs and shops, there are tools and devices that could be dangerous in the hands of correctional inmates.

f. 1.64 It is a waste of time and taxpayers' money to teach inmates a vocation; they'll probably wind up back in prison again anyway.

g. 2.29 The placement of ex-offenders in jobs in the community is almost impossible; no one wants to employ a former convict.

h. 3.53 The most important aspect for the success of inmates in programs of occupational education is that the faculty and administration must have the "right" attitude.

i. 2.24 The community college should operate so that inmates could be accepted at any time, on any school day during the year.

j. 3.72 Correction inmates are so mobile that they seldom stay in one area long enough to complete a curriculum.

k. 3.25 Every effort should be made to organize the occupational education program into short-unit courses or modules.

l. 3.64 The occupational education program for inmates should be planned for a "mobile" population.

m. 3.18 There is an insufficient number of occupational education instructors who are professionally prepared to teach inmates.

n. 2.18 Inmate education programs cost too much for the limited results attainable.

o. 3.61 Equipment appropriate to the needs of the training program is difficult to obtain from the correction authorities.

p. 3.11 Consumable supplies for inmates are difficult to obtain.

q. 2.31 Regular technical institute and community college students do not want to be in the labs and shops with study release students.

r. 2.51 The total cost of instruction of inmates should be the responsibility of the Department of Community Colleges.

s. 3.37 The task of organizing technical and vocational curriculums into modules for instruction that prepare students for definable jobs is a problem of major proportions.

t. 2.55 At present, there is no sufficient instruction on an individual "self-paced" basis to deal with inmate educational needs.

u. 3.57 Public apathy and even opposition to the integration of ex-offenders into society is a problem requiring top-level administrative action.

v. 2.88 Lack of cooperation between correctional institutions and the community colleges inhibits program effectiveness.

w. 2.50 Inmates generally do not possess the minimum skills necessary for admission into occupational curriculums.

The above numbers represent the mean response of CC/TI officials returning the survey instrument. The responses generally show a positive attutude toward the provision of educational services to inmates although many respondents indicated "no opinion" on a great many questions.

Certain statements elicited mean responses which should be noted. The statement pertaining to the mobility of the inmate population (j) shows a high level of agreement, as does the statement regarding the need to plan occupational education programs to serve that mobile population (l). One should note, however, that the agreement level to the latter (3.64) is not as high as to the former (3.72).

CC/TI administrators disagree with statement (a) that correctional institution students should not be associated with regular students; however, they do indicate some reservations about trusting inmates with certain tools and devices commonly found in shops and labs (see statement e).

Community College officials tend to agree with vocational instructors and with correction program personnel that equipment is difficult to obtain for on-site programs. There does seem to be some confusion if not disagreement regarding which department, Correction or Community Colleges, is the appropriate provider of the needed equipment.

The statement regarding the need for top-level administrative action to deal with public apathy (u) also elicited slight argument from the CC/TI administrators. Considering the lack of strong agreement with the statement, it would appear that apathy may not be restricted to the general public.

At the end of the questionnaire, officials of the Community College system were asked to add comments. Forty-eight (48) percent provided some type of comment, of these, thirty-one (31) percent were merely clarification of specific responses and fifteen (15) percent were statements claiming a lack of experience in dealing with the occupational education of inmates.

Comments of interest include several pertaining to the lack of a commitment on the part of state level officials to the concept of inmate occupational education. The opinions expressed by CC/TI institutional administrators reflect the widely varying levels of cooperation between the CC/TI and the local prison unit(s).

QUESTION 11:

DO LOCAL COMMUNITY COLLEGES AND TECHNICAL INSTITUTES HAVE INSTITUTIONAL POLICIES REGARDING THE ACCEPTANCE OF CREDITS FOR THE SAME TECHNICAL AND/OR VOCATIONAL EDUCATION CURRICULUM PROGRAM FROM ANOTHER CC/TI? (N = 54)

. Credits routinely accepted	63%
. Acceptance of credit determined on an individual basis	35%
. No transfer credit accepted	0
. Other	0
. No response	2%

Although nearly two-thirds of the CC/TI officials stated that credits from another CC/TI are routinely accepted, over one-third indicate that each transfer effort is judged individually. Transferability is of key importance to the mobile prison population. An inmate may be discouraged from taking vocational training if there is no assurance of working toward a diploma or certificate.

QUESTION 12:

ARE LOCAL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE OFFICIALS WILLING TO PROVIDE REGULAR FOLLOW-UP SERVICES TO STUDY RELEASE INMATES AND EX-OFFENDERS WHO MIGHT COMPLETE TECHNICAL AND/OR VOCATIONAL EDUCATION CURRICULUM PROGRAMS? (N = 54)

Yes, for all programs	46%
Yes, for some programs	30%
No	19%
No response	6%

Less than half of the responding CC/TI officials indicated that follow-up services could be provided for all programs. The lack of consistent follow-up capabilities leaves both the Department of Community Colleges and the Division of Prisons with inadequate information for planning and program evaluation. Without follow-up, there is no basis for developing programs tailored to the specific needs of the inmate population nor is there justification for continuing financial support of such programs in the absence of evaluative information concerning program results.

QUESTION 13:

WHAT ARE THE ATTITUDES OF PRIVATE BUSINESS AND TRADE SCHOOL ADMINISTRATORS TOWARD THE EDUCATION OF CORRECTION INMATES? (N = 9)

Four out of nine of the private schools who responded indicate a willingness to offer courses at a prison unit; one school is undecided. Only one school lists courses which would exclude inmates on study release. Four of the schools employ instructors with inmate teaching experience. All but two administrators say they could do follow-up on study release/ ex-offenders for all courses offered.

There are several private business and trade schools in North Carolina that currently enroll inmates on study release. Two of these responded to the survey and expressed a positive reaction to training inmates in their programs. However, one school states that "a quantity attending at one time would be undesirable to us."

The private school questionnaire includes a list of statements very similar to those displayed in question ten (10) of this section. Responses indicate the level of agreement and disagreement. The mean scores for each statement are displayed in the survey instrument (Question 13) in Appendix G.

QUESTION 14:

WHAT GUIDANCE AND COUNSELLING SERVICES COULD BE REGULARLY PROVIDED TO CORRECTION INMATES ON STUDY RELEASE? (N = 63)

	Community Colleges (N = 54)	Private Schools (N = 9)
Aptitude testing	83%	67%
Interest testing	78	22

	Community Colleges (N = 54)	Private Schools (N = 9)
Individual vocational guidance counselling	94%	78%
Group vocational guidance counselling	65	22
Personal assistance in adjusting to educational and work requirements	91	78
Placement service	83	78
None	4	0
Other	9	22

Approximately five (5) out of every six (6) community colleges responding to the survey indicated that they could provide aptitude testing to inmates on study release. Three (3) out of every four (4) indicated that they could provide interest testing. Nearly nineteen (19) out of twenty (20) responded that they could provide individualized vocational guidance service as compared with two (2) out of three (3) who were prepared to provide group guidance service. More than ninety (90) percent indicated that they could provide personal assistance to inmates in adjusting to educational and work requirements. Proportionately fewer private schools indicate the capability to provide guidance and counselling services to study release inmates.

QUESTION 15:

WHAT TYPES OF JOB PLACEMENT SERVICES COULD BE REGULARLY PROVIDED TO INMATES ENROLLED IN TECHNICAL AND/OR VOCATIONAL PROGRAMS ON STUDY RELEASE? (N = 63)

	Community Colleges (N = 54)	Private Schools (N = 9)
File of job vacancies maintained in institution	93%	89%
Literature concerning occupational employment opportunities and entry requirements provided	78	89
Referral of inmates to particular employers for job interviews	74	100
Job placement services provided by pre-release center or halfway house	9	N/A
Courses offered in job-finding skills	43	67
Registration at state or local employment offices	61	56
No services can be provided	4	0
Others	4	11

More than nine (9) out of ten (10) responding CC/TI's could provide a file of job vacancies and nearly eight (8) out of ten (10) could provide literature on occupational employment opportunities. With respect to registration at state or local employment offices, only six (6) out of ten (10) could provide this service and only four (4) out of every ten (10) could provide training in job-finding skills. When compared with private schools, the private schools seem proportionately more attuned to student placement services than are the publically supported Community Colleges and Technical Institutes.

QUESTION 16:

WHO COULD PROVIDE PLACEMENT SERVICES TO INMATES WHO MIGHT ENROLL IN TECHNICAL AND/OR VOCATIONAL PROGRAMS ON STUDY RELEASE? (N = 63)

	Community Colleges (N = 54)	Private Schools (N = 9)
Placement officials at institution	89%	100%
Instructors at institution	72	44
State or local employment office personnel	76	67
Vocational rehabilitation agency personnel	61	56
Case workers or social workers	41	22
Parole officer	56	22
Other	2	11

Placement officials at the institutional level could be used to provide placement services to eligible study release inmates in nine (9) out of every ten (10) responding CC/TI's and in all responding private schools. Vocational instructors reportedly could be used in three (3) out of four (4) CC/TI's as compared with less than half of the private schools. In both the public and private schools surveyed, the placement function is most frequently assigned to a placement officer. Private schools are less likely to use instructors for placement than are CC/TI's. Parole officers and case workers were the least frequently mentioned source of placement assistance by both the public and private schools.

QUESTION 17:

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF VOCATIONAL INSTRUCTORS AT PRISON FACILITIES? (N = 62)

Of the sixty-two (62) vocational instructors interviewed, eighty-nine (89) percent are white, ten (10) percent are black, and one instructor is an Indian. All but two instructors are male. Seventy-six (76) percent had full-time employment status at the time of the interview. Three of the respondents are inmates. One respondent is an ex-offender. Eighty-nine (89) percent of the instructors state that they are employed by a Community College or Technical Institute. The remainder say they are employed by the Division of Prisons.

Ninety (90) percent of the instructors claim to have occupational experience related to the vocational course(s) they are teaching.

QUESTION 18:

WHAT IS THE EDUCATIONAL BACKGROUND OF VOCATIONAL INSTRUCTORS AT PRISON FACILITIES?

On the average the highest grade completed is one year above high school. Claimed formal educational attainment ranges from eight to eighteen years. Ten percent of the instructors possess less than a high school diploma.

Eighty-six (86) percent (N = 53) of the instructors have completed some type of post-secondary education distributed as follows:

Post-Secondary Education	% Graduated
University of four-year college	16%
Community College	13
Technical Institute	11
Business school	2
Apprenticeship training program	5
Other post high school program	39

Instructors were asked if they had any formal training in working with special populations. Less than forty-two (42) percent responded positively. Sixty-eight (68) percent of the instructors claim some type of in-service training. They frequently indicated that training had taken place two to three years in the past. Several instructors claim the most recent in-service training to have occurred between 1962 and 1971.

QUESTION 19:

WHAT TYPE OF TEACHING EXPERIENCE IS POSSESSED BY VOCATIONAL INSTRUCTORS WHO TEACH AT PRISON FACILITIES. (N = 62)

Twenty-seven (27) percent of the instructors claim to possess a valid vocational teaching certificate. Less than forty-four (44) percent of the instructors claim to have teaching experience other than at a prison. Thirty-two (32) percent state that they have taught courses at a community college or technical institute within the last three years. The mean number of vocational courses taught by individual instructors is 2.23 courses within three years.

QUESTION 20:

HOW ARE VOCATIONAL COURSES SELECTED FOR OFFERING IN CORRECTIONAL FACILITIES? (N = 62) (INSTRUCTORS)

	Yes	No	Don't Know
Is there a Citizen's Vocational/Occupational Advisory Committee serving the CC/TI?	42%	16%	42%
Was an area manpower needs assessment used in determining what courses would be offered at this unit?	29	23	48
Are inmates' interests considered in determining course offerings?	71	13	16
Are instructors involved in determining course offerings?	48	44	8

The data indicate that many instructors at the prison facilities are not informed regarding the selection or development of vocational courses.

The response to the question regarding their involvement in determining course offerings is an interesting point. Over half of the instructors state they had no role or did not know their role in determining course offerings. Further, even though forty-two (42) percent indicate that there is a Citizen's Vocational/Occupational Advisory Committee, sixty-three (63) percent do not know the role of the committee or the type of people (tradespeople, industrial representatives, college personnel, etc.) who serve on the committee.

QUESTION 21:

DOES THE MOBILITY OF THE INMATE POPULATION AFFECT THE PLANNING OF VOCATIONAL COURSES? (N = 62)

Fifty-six (56) percent of the instructors state that the mobility of the inmate population made planning of programs very difficult. Instructors were asked to elaborate on their yes/no responses. Comments vary, but the consensus is that a high turnover of students in vocational courses places a heavy burden on both the instructor and the inmates. The instructors have to adapt the courses to allow for frequent reviews of previously presented material to new arrivals. Inmates transferring out of units prior to completion of a course usually receive no course credit toward a certificate or diploma.

QUESTION 22:

ARE TEST SCORES OF INMATES USED BY INSTRUCTORS IN PLANNING VOCATIONAL COURSES? (N = 62)

Yes	37%
No	63%

Only thirty-seven (37) percent of the vocational instructors state that they use inmate test scores for planning purposes. Of those using test scores, thirty (30) percent use aptitude tests, forty-three (43) percent use I.Q. tests, forty-eight (48) percent use achievement tests, twenty-six (26) percent use interest tests, and seventy-four (74) percent use other tests not identified to the interviewers. During the interviews instructors frequently stated that they do not have access to inmate records. Educational achievement scores are maintained in "inmate jackets" at each unit. Separate educational files are to be maintained by program personnel to allow instructors access to scores. However, the test scores available are not indicative of vocational interest or aptitude. They are primarily I.Q. and achievement scores of tests given to all inmates at the beginning of the prison term. Of the eighteen (18) prison units where instructor interviews were conducted, at only one (Sandhills Youth Center) are tests which provide an indication of vocational aptitudes or interests given and scored.

QUESTION 23:

IN THE OPINION OF THE INSTRUCTORS SURVEYED, DO ADMINISTRATIVE AND SECURITY REQUIREMENTS TAKE PRIORITY OVER TRAINING AT THE UNIT? (N = 62)

Yes	69%
No	29%
No Response	2%

Sixty-nine (69) percent of the instructors surveyed state that administrative and security requirements take priority over vocational training. This may be attributed in part to the objectives of the Division of Prisons which are one, to provide security for the public and two, to insure safe working conditions for the staff. However, it was learned during the interviews with teachers that in some instances instructors are asked by correctional employees to perform security duties. Several instructors complain that correctional staff do not provide supervision in vocational program areas. One states that he is expected to be an instructor and a guard. Others consider security personnel to be a "hindrance" to normal classroom activity.

QUESTION 24:

DO INSTRUCTORS PERCEIVE IT TO BE A PROBLEM TO OBTAIN ADEQUATE FINANCIAL SUPPORT FOR SALARIES, FACILITIES, OR EQUIPMENT, MATERIALS AND SUPPLIES? (N = 62)

	Yes	No	No Response
Salaries	26%	73%	2%
Facilities	39	58	3
Equipment, Materials and Supplies	34	63	3

Only twenty-six (26) percent of the vocational instructors sampled state that it is a problem to obtain financial support for salaries. During interviews with instructors, several indicated that they are paid as temporary employees by the Community Colleges or Technical Institutes and are therefore denied the benefits paid to other instructors. Thirty-five (35) percent of the instructors state that they do not know if they are paid on a level commensurate with instructors at the sponsoring institution.

Thirty-nine (39) percent of the sample indicate that it is a problem to obtain financial support for facilities. During the interviews with instructors, it was found that classroom/shop space at many prison units is considered inadequate for effective vocational program delivery. In some instances the age of buildings coupled with the need for renovation is cited as a problem resulting in poor ventilation, lighting, heating and a high noise level. It is also noted that buildings which could facilitate a diversity of vocational program offerings are needed.

In discussing this question instructors frequently observe that it is the time lag from placement of order to equipment arrival which becomes an obstacle in the delivery of program services. At units where new vocational instruction facilities have recently been constructed, instructors express frustration that equipment and supplies have not yet been received or updated.

QUESTION 25:

AT THE FACILITY LEVEL WHAT DO PROGRAM PERSONNEL PERCEIVE AS THE PRIMARY GOALS OF VOCATIONAL TRAINING PROGRAMS? (N = 18)

Eighteen (18) program personnel of institutions, field units, and the youth complex were asked to rank certain goals of their vocational training programs on a scale of one to five, one being high and five being low. The goals which they rank most highly are: the development of specific job skills (mean: 1.77), the development of inmates' desirable work habits (mean: 1.80), and the development of inmates' social and personal skills (mean: 2.41). The goals which they list under the "other" category receive the highest rating (mean: 1.16). Some of the goals which they list are: "the improvement of inmates' attitudestoward work and society," "rehabilitation and reduced recidivism," "to enable the inmate to support himself outside," and "fostering the acceptance of responsibility by the inmate." Two of the six area program directors indicate that the primary goal of vocational training is more therapeutic than skill acquisition or placement.

QUESTION 26:

HOW DO UNIT AND AREA PROGRAM PERSONNEL RATE VOCATIONAL TRAINING AS A PRIORITY? (N = 24)

Twenty-four (24) program personnel were asked to rank on a scale of one to five (one being high) the vocational programs as a priority of their area or unit. The six area program personnel rank the vocational programs as 2.66 while the eighteen (18) unit program personnel rank them as 1.97. Security, population management, and adult basic education are viewed by area program personnel as having a higher priority than vocational training programs.

QUESTION 27:

WHAT MECHANISMS OR RESOURCES ARE UTILIZED IN VOCATIONAL PROGRAM DEVELOPMENT? (N = 24)

	Area Level (N = 6)	Unit Level (N = 18)
a. Inmate needs assessment	100%	67%
b. Consideration of projected labor market needs	33	61
c. Citizen advisory committees	0	6
d. Consultation with staff members of Community Colleges/Technical Institutes	100	72
e. Discussions with Department of Correction, Education Division personnel	0	33
f. Community College/Technical Institute resources such as library, curriculum materials, etc.	33	56

	Area Level (N = 6)	Unit Level (N = 18)
g. None used	0	0
h. Other	33%	28%

It is interesting to note that all area level program personnel indicate that an inmate needs assessment is utilized in the development of vocational programs, but only sixty-seven (67) percent of the unit people agree. The data show a discrepancy between the perceptions of the two levels and are indicative of a communication gap. Differences between the two levels and among the various areas may be noted in the responses to many of the questions. The reader is referred to the appendicized copies of the Interview Guide (Appendix H).

Comments made by program personnel and correctional administrators indicate a need for coordination and consistency in the selection, development, and operation of vocational programs. Program personnel cite the lack of a policy supporting vocational training as a drawback in developing programs.

QUESTION 28:

HOW DO CORRECTIONAL PROGRAM PERSONNEL RATE THE QUALITY OF ON-SITE VOCATIONAL INSTRUCTION? (N = 24)

Overall, the quality of on-site vocational instruction is rated as:

	Area	Unit
Excellent	0	11%
Good	67%	67
Fair	17	17
Poor	0	0
No Opinion	17	6

It should be noted that with one exception, the rating of the quality of on-site vocational instruction by the area program personnel is identical to the rating by unit program personnel (including one each having no opinion). According to comments made to the interviewers, there seems to be a consensus among program personnel that while the quality of instruction is acceptable, there need to be specific standards and criteria for evaluation of vocational program instruction.

QUESTION 29:

HOW DO PROGRAM PERSONNEL RATE THE MACHINERY AND EQUIPMENT USED IN ON-SITE VOCATIONAL TRAINING? (N = 18)

	All	Most	Some
The machinery/equipment is of current design	50%	28%	22%
The machinery/equipment is in good repair	39	61	0

Division of Prison program personnel were asked to rate the machinery/equipment used in vocational training according to whether or not it was current design and in good repair. Percentage results are displayed above. When asked if the machinery and/or equipment corresponds to that currently used in the trade, program personnel frequently profess a lack of first-hand knowledge. However, Ninety-four (94) percent assume this to be the case. Their real concern regarding equipment is the lack of quantity or variety.

Eight-four (84) percent of the instructors interviewed also rate the equipment as modern in design and ninety-three (93) percent state that it is in good repair. Again, the comments indicate that the problem is insufficient numbers and types of equipment. The instructors frequently mentioned a lack of "supporting" equipment such as audio-visual aids, copying machines, and machines and equipment for the inmates to repair.

QUESTION 30:

HOW DO PRISON PROGRAM PERSONNEL RATE THE FACILITIES FOR VOCATIONAL EDUCATION? (N = 18)

The facilities presently available:	Yes	No	No Responses
a) limit the types of program which may be offered	78%	17%	6%
b) facilitate a variety of program offerings	33	61	6
c) enhance the quality of program offerings	39	44	17
d) enable inmate needs to be met	67	17	17

The prison program personnel were asked to rate the facilities presently available for vocational education according to the categories listed above. The responses show that while unit program personnel judge the vocational facilities to be adequate for meeting inmate needs, these facilities limit the types of programs which may be offered. Based on comments from the program personnel, this apparent contradiction can be resolved. The facilities enable the inmates presently enrolled to be adequately trained but do not allow for expanded or more varied programs which could serve a larger population. The "no response" category shows a lack of knowledge on the part of program personnel regarding the facility requirements for vocational training.

QUESTION 31:

HOW DO AREA LEVEL PROGRAM PERSONNEL RATE THE OVERALL COOPERATION/

SUPPORT RECEIVED FROM LOCAL COMMUNITY COLLEGES AND TECHNICAL INSTITUTES? (N = 6)

The cooperation/support received from the local Community College/ Technical Institute is rated as:

Very good	56%
Adequate	29
In need of improvement	15

Six area level program personnel rated the overall cooperation/ support received from thirty-four (34) Community Colleges/Technical Institutes.

As noted in Question 32 of this Section, the area level program personnel did not rate the cooperation/support received from the Community Colleges and Technical Institutes as highly as did the unit program personnel. Area level program personnel rate only fifty-six (56) percent as "very good" as compared with seventy-three (73) percent rated as "very good" by the unit program personnel. Also, area level program personnel rate twenty-nine (29) percent as "adequate" while the unit program personnel rate twelve (12) percent as "adequate." Both area and unit level program personnel rate fifteen (15) percent as "in need of improvement."

QUESTION 32:

HOW DO UNIT (FIELD, INSTITUTIONS, AND YOUTH COMPLEX) PROGRAM PERSONNEL RATE THE OVERALL COOPERATION/SUPPORT RECEIVED FROM LOCAL COMMUNITY COLLEGES AND TECHNICAL INSTITUTES? (N = 18)

The cooperation/support received by the local Community College/ Technical Institute is rated as:

Very good	73%
Adequate	12
In need of improvement	15

Since more than one Community College/Technical Institute sometimes provides vocational instruction at a prison facility, the program personnel at eighteen (18) units rated a total of twenty-six (25 different) Community Colleges/Technical Institutes. Two of the rankings are not mutually exclusive because the CC/TI serves more than one prison facility. This was treated as two separate rankings since impressions of levels of cooperation differed.

Although these figures indicate a high level of satisfaction with the cooperation/support received from the local Community Colleges and Technical Institutes, the comments made by program personnel are not as favorable. Only one person commented that there was "excellent cooperation" from the local CC/TI. Several comments indicate a need for improved communication with the Community College/Technical Institute administration and a need for meetings between the CC/TI staff and Department of Correction staff.

QUESTION 33:

HOW DO VOCATIONAL EDUCATORS RATE THE OVERALL VOCATIONAL TRAINING POTENTIAL OF THE FOUR CATEGORIES OF PRISON ENTERPRISE JOBS. (N = 19)

Enterprise Categories	% of Jobs with Skills Transferable to Broad Range of Outside Jobs	% of Jobs with Skills Transferable to Limited Range of Outside Jobs	% of Jobs Where Skills are Obsolete for Outside Jobs	% of Jobs for Which Previously Acquired Skills are Needed	% of Jobs for Which On-the-Job Training is Provided
Services (N = 12)	17%	83%	0	8%	100%
Manufacturing (N = 170)	58	42	0	38	99
Construction (N = 13)	100	0	0	69	100
Agribusiness (N = 48)	25	71	4	25	100

It should be noted that there are duplications of job types in the four enterprise categories. Laborers, janitors, and clerks are to be found in almost every operation. The largest number of inmates and the widest range of job types are found in the manufacturing enterprises. However, it is the construction enterprise category employing the least inmates which vocational education experts rated as having the highest level of skill transferability.

A plant-by-plant breakdown of the above table is included in the appendicized copy of the Enterprise Assessment instrument. The instrument is located in Appendix I.

QUESTION 34:

WHEN NOT BEING USED FOR PRODUCTION, TO WHAT EXTENT COULD PRISON ENTERPRISE FACILITIES BE USED TO PROVIDE TRAINING TO INMATES?

(N = 17)

	With no modification	With slight modification	With major modification	Not possible
a. Skill training for additional inmates	94%	--	--	6%
b. Skill training for a broader range of jobs	53%	12%	--	35%
c. Skill training for higher level jobs	53%	12%	6%	29%
d. Skill training for definable jobs (i.e., DOT)	75%	6%	12%	6%

At least two enterprise operations are currently used for both skill training and production. These are the furniture and upholstery plants at the Iredell County site. The inmates from two prison units benefit from what the expert who visited the site termed a "model" for the correctional system.

As the above table indicates, almost all of the enterprise operations are assessed by experts to be suitable for skill training for additional inmates with no modification. Slightly over half of the facilities, however, were judged suitable for a broader range of jobs. More than a third of the facilities were judged not to be suitable for training for a wider range of job opportunities. It should be noted that the service operations, except the Sampson County laundry and office machine repair operations at Polk Youth Center, were omitted from the assessment due to the low level skills required of the workers.

QUESTION 35:

HOW DO THE MACHINERY AND EQUIPMENT USED IN PRISON ENTERPRISES COMPARE WITH THAT CURRENTLY USED IN PRIVATE INDUSTRY? (N = 339)

	% Positive Responsive
Same machinery/equipment in similiar outside industries	98%
Comparable machinery/equipment used in a variety of outside industries	56%

At nineteen (19) enterprise sites experts evaluated 339 types of equipment and machinery valued at over $500. There are duplications of equipment types in the various industries; therefore, the total number of different types of equipment evaluated does not equal 339.

The comparability of enterprise equipment and machinery to that used in private industry was considered to be very high (98%). Only six (6) percent of the machinery and equipment was found to be obsolete and all but four (4) percent was determined to be in good repair.

QUESTION 36:

DO WORK RELEASE JOBS AFFORD TRAINING TO INMATES? (N = 76)

Seventy-two (72) percent of the respondents stated that on-the-job training was routinely provided to inmates on work release. Fifty-seven (57) percent of the employers stated that inmates had risen above entry level jobs. A mean of 2.8 inmates were employed by each respondent and a mean of 2.1 former work release inmates are still employed. These last figures indicate a fairly high level of retention of inmates following parole or release.

QUESTION 37:

IN THEIR COMMENTS, WHAT CONCERNS DO INMATES EXPRESS REGARDING THE VOCATIONAL TRAINING AVAILABLE TO THEM? (N = 223)

The last question on the Inmate Vocational Questionnaire (#25) requests comments pertaining to the available vocational education. Of the responses, 233 relevant comments have been compiled and are included as Appendix N.

Several of their comments show an overall concern for vocational training at prison units. One inmate commented:

> There is not enough in-depth training courses. The courses we have are not varied enough. We need instructors, buildings, equipment and interested people to help if there is to be any accomplishments in this area.

Another inmate termed vocational training "Not too swift (because of) long waiting lists." Yet another complained that "The relevant vocational classes are limited to a selected few and they re-enter again and again, never giving anyone else a chance."

Vocational course variety is a frequent topic of inmate concern. Many inmates indicate dissatisfaction with the variety of courses available on-site and list such courses as accounting, bookkeeping, radio and TV repair, electronics and forestry as desirable alternatives or additions.

With respect to job placement inmates have mixed feelings about the utility of vocational training. At the Correctional Center for Women, at Polk Youth Center and at the Caswell County field unit inmates were asked to comment on whether a lack of vocational training or job skills was related to their being in prison. Nineteen (19) replied yes and thirty-one replied no. In spite of this, a great many inmates expressed the belief that vocational training would help them to get a job and improve their chances on the outside. One inmate wrote:

> I feel at the time I got into trouble was really caused by the fact of not having the right kind of job training. I do feel that the training I've gotten since my stay in prison will more

> than help me get ahead in life. I would like to take even more training if the prison could offer it, because for me the more skills I have, the less my chances of coming back to prison. I now feel I can go out and really support my wife and children.

The limited number of vocational courses elicits numerous complaints. One of particular interest relates lack of training to recidivism. The inmate comments, "At this unit, there's no vocational training available to inmates, and because of this there's no form of rehabilitation. This is why we have so many repeats."

Several inmates made suggestions for improving the delivery of vocational training along with their criticisms. One such comment follows:

> Generally there is not enough room for as many inmates that would like to get involved. They offer a very limited and common list of training. There should be different types of training for different camps. Example: Office occupations and Service occupations at, say, Harnett. Art Design and Mechanics at Johnston, Social Service, Agriculture at UYC. Separate the camps into specialized types of training available.

Section III. Employment Opportunities for Ex-Offenders

QUESTION 1:

WHAT IS THE OCCUPATIONAL OUTLOOK FOR PAROLEES AND EX-OFFENDERS IN NORTH CAROLINA? (N = 24)

	ESTIMATED ANNUAL EMPLOYMENT OPPORTUNITIES		
Occupational Categories	SMSA'S	Balance Of State	Statewide*
1. Industrial	2,576	12,704	15,280
2. Office	837	4,846	5,683
3. Service	1,996	7,251	8,938
4. Education	31	151	170
5. Sales	182	1,012	1,163
6. Construction	859	3,679	4,538
7. Transportation	324	1,529	1,792
8. Scientific and Technical	91	344	431
9. Mechanics and Repairs	374	1,724	2,019
10. Health	173	1,512	1,656
11. Social Service	74	308	381
12. Art, Design, and Communication	34	170	201
13. Agriculture	221	1,966	2,132
14. Professional	60	329	383
15. Other	1,114	4,441	5,531
Total Jobs	8,946	41,966	50,298

*Statewide figures are based on the collapsed projections for the seventeen planning regions in North Carolina. Due to the adjustment process, SMSA and Balance of State figures do not add up to the Statewide figures in each occupational category.

The above table reflects the adjustments made to N.C. Employment Security Commission's "Employment Projections to 1985." The adjustments, made by parole officers assisted by E.S. labor market analysts, show annual average job openings available to ex-offenders and parolees.

The data indicate the greatest number of job openings to be in industrial, service, office, and construction occupations. Three of these occupational categories -- industrial, service, and construction -- are also listed by employers of work release inmates as being the ones in which they most frequently employ inmates (see Question 3, this Section). Other occupations in which there are large numbers of anticipated job openings are agriculture, mechanics and repairs, transportation, health and sales. One of these occupational categories, mechanics and repairs, is listed by employers of work release inmates as being among the ones in which they most frequently employ inmates. Since employers are willing to hire inmates for these occupations -- industrial, service, construction, and mechanics and repairs, it would appear that placement opportunities for employment of parolees and ex-offenders would indeed be possible.

QUESTION 2:

HOW DO INMATE OCCUPATIONAL INTERESTS COMPARE WITH EMPLOYMENT OPPORTUNITIES AND THE AVAILABILITY OF RELATED VOCATIONAL COURSES?

I Occupational Category	II Inmate Interest	III Employment Opportunities	IV Courses Available*
1. Industrial Production	18%	15,280	Woodworking (2) " Machine Operation (1) Cabinetmaking (2) Upholstery (6) Welding (9)

I Occupational Category	II Inmate Interest	III Employment Opportunities	IV Courses Available*
2. Office	15%	5,683	Typing (1)
3. Service	18%	8,938	Food Preparation & Service (25)
4. Education	8%	170	None Offered
5. Sales	14%	1,163	None Offered
6. Construction	35%	4,538	Carpentry (8) Electrical Installation & Wiring (7) Masonry (10) Plumbing (2)
7. Transportation	26%	1,792	None Offered
8. Scientific & Technical	15%	431	Drafting (5) Electrical Lineman (1)
9. Mechanics & Repairs	42%	2,019	Autobody Repair (1) Auto Mechanics (8) Heating/AC/Refrig. (2) Sewing Machine Repair (2) Small Engine Repair (9)
10. Health	10%	1,656	None Offered
11. Social Service	21%	381	" "
12. Art, Design & Communication	17%	201	" "
13. Agricultural	9%	2,132	" "
14. Professional	11%	383	" "
15. Other	13%	5,531	" "

*Courses provided by CC/TI at a prison facility.

The interests of the inmate sample are spread across all occupational categories, ranging from nine (9) percent in agricultural and related occupations to forty-two (42) percent in mechanics and repairs. The Department of Community Colleges provides on-site vocational courses in six of the occupational categories: four types of courses are offered in industrial production; one type of course is offered in office occupations; in the category of service occupations all courses are related to food preparation and service; also available are four types of courses related to construction, two in the scientific and technical category and five in the field of mechanics and repairs.

The occupational interests of inmates and the employment opportunities of ex-offenders and parolees match in the area of industrial production. Industrial production and related occupations have the greatest projected employment opportunities for this population. This category includes furniture upholsterer, machinist, printer, and a host of bench work jobs. Twenty (20) percent of the 101 courses provided by CC/TIs in Fall 1976 are in this category but the training is limited to only five skill areas. Only in the upholstering and welding fields are courses offered at several institutions and at different skill levels.

The second highest area of employment opportunity is service occupations which has an eighteen (18) percent inmate interest level. There is also a very high (25%) ratio of courses offered in this area. However, all those offered by a CC/TI are in the field of food preparation and service. The Division of Prisons provides barber training at one unit but there are a great many other service occupations in which inmates may be interested; pest controller, bell captain, telephone operator and cosmetologist are included in service occupations.

Office occupations rank high with inmates and are rated as having the third highest potential employment by parole officers and E.S. labor market analysts. Other than a limited programming course and a general clerical program at the Correctional Center for Women, typing is the only office occupational training provided to North Carolina inmates.

Inmates expressed the highest level of interest (42%) in mechanics and repairs as an occupation with their second most popular choice being construction (35%). Annual employment opportunities are relatively high so the two major ingredients for determination of vocational program offerings -- interest and demand -- are met in these two occupational areas. There are correspondingly high ratios of courses available in these two fields. Mechanics and repair courses comprise twenty-two (22) percent of the correctional vocational programs; construction related courses make up twenty-seven (27) percent. However, according to the survey sample, one might infer that approximately 10,000 inmates would like to take courses in these two occupational areas, although this estimate is likely to be somewhat high since it is based on the inmates' first, second and third choices of occupational interest.

Survey results indicate strong (21%) inmate interest in transportation occupations; e.g., truck/bus driving, dispatching, ticket agent, and railroad related jobs. Although placement opportunities in this field are judged to be adequate (1,792 per year), no related courses are available to inmates at prison facilities. Favorable employment possibilities and inmate interest also coincide in sales occupations. Again, no courses are available on-site.

QUESTION 3:

WHAT ARE THE OCCUPATIONAL CATEGORIES OF WORK RELEASE JOBS? (N = 74)

Industrial Production	29%
Construction Occupations	24%

Service Occupations	24%
Mechanics & Repairs	9%
Office Occupations	3%
Transportation Activities	3%
Health Occupations	2%
Agriculture	1%
Education	1%
Sales	1%
Social Service	1%
Art, Design & Communication	0
Professional	0
Scientific & Technical	0

Work release employers ranked the occupational categories in which they employed inmates. The results are displayed above.

The reader should note that three occupational categories--Industrial Production, Service Occupations, and Mechanics and Repairs--make up seventy-seven (77) percent of the jobs reported by the work release employers. The seven lowest occupational areas account for less than five (5) percent of the jobs of work release inmates.

QUESTION 4:

WHAT JOB REQUIREMENTS AND ABILITIES DO WORK RELEASE EMPLOYERS CONSIDER IMPORTANT WHEN HIRING INMATES? (N = 76)

	Mean
Ability to work under supervision	3.67
Ability to get along with co-workers	3.62
Ability to work without supervision	3.34

	Mean
Ability to learn new tasks	3.33
Ability to operate equipment	3.10
Ability to communicate verbally	2.93
Work experience before prison	2.46
Availability to work flexible hours	2.42
Crime for which incarcerated	2.15
Ability to communicate in writing	2.12

Employers of inmates on work release were provided with an open-ended list of hiring requirements and abilities. They were asked to add any other feature they considered important and to rank each item as high (4), medium (3), low (2), or no importance (1). The top ten selections are listed above in descending order based on the mean ratings of item importance. It should be noted that the top-ranked factors pertain to interpersonal skills rather than to job skills.

QUESTION 5:

WHAT PROBLEMS DO WORK RELEASE EMPLOYERS IDENTIFY REGARDING THE INMATES? (N = 74)

Relatively few work release employers identify problems directly related to the inmate: Eighteen (18) percent report job related problems while twenty-seven (27) percent report behavioral problems such as sensitivity to authority or objection to supervision.

The complaints expressed by employers are directed primarily at the inconvenience of transportation, paperwork required, absence or withdrawals of workers without advance notification, and inadequate medical attention to prevent illness among inmate workers.

QUESTION 6:

DO THE MAJOR EMPLOYER GROUPS SURVEYED HAVE WRITTEN POLICIES REGARDING HIRING PAROLEES AND EX-OFFENDERS? (N = 194)

Do you have a written policy regarding the hiring of ex-offenders?	Percent Selection		
	Yes	No	Don't Know
Public Employer: Cities (N = 36)	8%	92%	--
Public Employer: Counties (N = 21)	5	95	--
Private Employer: Manufacturing Firms (N = 25)	--	100	--
Private Employer: Non-Manufacturing Firms (N = 112)	3	91	6%
Total Survey	4	93	4

Although few employers have a written policy regarding the hiring of ex-offenders, additional questions regarding hiring and placement practices reveal that employers do consider an applicant's criminal record. Sixty-four (64) percent of the cities say their application form includes a question regarding past criminal record, and sixty-two (62) percent of the counties include this question on their application form. Fifty-two (52) percent of the manufacturing firms include this question, and thirty-two (32) percent of the non-manufacturing firms include it. However, only eleven (11) percent of the cities say that a criminal record would preclude the possibility of employment, and none of the counties say that a criminal record would preclude the possibility of employment. None of the manufacturing firms as compared to nine (9) percent of the non-manufacturing firms say that a criminal record would preclude the possibility of employment.

The area in which employers indicate the greatest consideration of an applicant's criminal record is in the placement on a particular job.

Eighty-three (83) percent of the cities state that the crime committed would affect placement in a particular position, and eighty-one (81) percent of the counties say that this would be a factor in placement. Sixty-four (64) percent of the manufacturing firms say that the crime committed would affect placement while seventy-one (71) percent of the non-manufacturing firms say this would be a factor.

The jobs frequently mentioned by public employers as being closed to ex-offenders are related to law-enforcement. Private employers express a reluctance to hire persons with theft or embezzlement convictions if the position involved requires the person to handle money. A chart displaying the complete findings of the survey may be viewed in Appendix E.

QUESTION 7:

WHAT ARE THE LEGAL AND ADMINISTRATIVE BARRIERS TO THE EMPLOYMENT OF EX-OFFENDERS IN NORTH CAROLINA?

In order to assess the legal and administrative barriers to the employment of ex-offenders in North Carolina, investigations of state statutes, judicial and administrative rulings and licensing requirements in a cross-section of occupational areas were made.

An interview with an Associate Attorney General for Corrections provided the information that according to the General Statutes of North Carolina, an individual may not be denied a job solely because of the fact that he is an ex-offender. If, in fact, he does believe that he is being denied a job purely on these grounds, he is entitled to a hearing as stipulated in the 1975 Cumulative Supplement to the North Carolina General Statutes, Article 3, paragraph 150A-23, p. 309. The right to judicial review is also provided for in Article 4, paragraph 150A-43, p. 313.

Chapter 13 of the Cumulative Supplement is entitled Citizenship Restored and outlines changes made to substantially relax the requirements necessary for a convicted felon to have his citizenship restored. Paragraph 13-1, p. 187 states:

> Any person convicted of a crime whereby the rights of citizenship are forfeited, shall have such rights restored upon the occurrence of any one of the following conditions:
> (1) The unconditional discharge of an inmate by the State Department of Correction or the North Carolina Department of Correction, of a probationer by the State Department of Correction, or of a parolee by the Department of Correction; or of a defendant under a suspended sentence by the Court.
> (2) The unconditional pardon of the offender.
> (3) The satisfaction by the offender of all conditions of a conditional pardon.

Although there are no North Carolina statutory provisions which stipulate that ex-offenders may be denied occupational licenses solely on the basis of type of crime committed, according to a study published in 1974 by the American Bar Association, there can be restrictive licensing provisions.

Telephone interviews concerning possible occupational licensing restrictions for ex-offenders were conducted with representatives of the following cross-section of licensing authorities:

North Carolina Board of Nursing
North Carolina Board of Barber Examiners
State Board of Cosmetic Art Examiners
North Carolina Physical Therapy Association
State Board of Mortuary Science
North Carolina Real Estate Licensing Board
North Carolina Insurance Licensing Division

In the course of our investigations we found repeatedly a phrase such as "The Board may refuse to issue or renew, or may suspend or revoke" an occupational license for any of a number of causes, including "conviction of a felony shown by certified copy of the record of the court of conviction." However, our findings differed from those of the ABA study which indicated *denial* of a license on the grounds of "not possessing good moral character and having a criminal record." The one statutory example we found supporting the ABA statement was a requirement in the Nursing Practice Act of July 1, 1965, Paragraph 90-170 concerning Qualifications of Applicants for Examination which requires that the applicant for either the RN or the LPN certificate and license shall "be of good moral character."

In all other contacts with licensing authorities made during our study, there was no statement of *automatic exclusion* or *denial* of license cited, but the point was made that this action *may* be taken by the appropriate Board of Examiners, etc. in their consideration of individual cases. For instance, in an interview with the chairperson of the North Carolina State Board of Cosmetic Art Examiners, it was noted that Sec. 26 of the Act regulating the issuance, renewal, suspension or revocation of a certificate of registration as a cosmetologist states that the Board of Cosmetic Art Examiners *may* take any of the above actions if there is a "conviction of a felony shown by certified copy of the record of the court of conviction." However, Section 27 of the Act states that "The Board *may neither* refuse to issue, nor refuse to renew, nor suspend, nor revoke any certificate of registration" for *any* cause listed, "unless the person accused has been given at least twenty days notice in writing of the charge against him or her *and* public hearing by the Board of Cosmetic Art Examiners." Any Cosmetologist in the State whose case has been passed upon by the Board of Cosmetic Art Examiners shall have the right to appeal to the

Superior Court of the State for reversal or modification of the Board's decision.

A similar statement was made by the Chairman of the N.C. Board of Barber Examiners citing the State regulation, Paragraph 86-20 concerning "Disqualifications for (Barber's) Certificate." It should be noted here that a private barber school provides instruction to inmates of Polk Youth Center under the auspices of the Division of Prisons and with the full knowledge and cooperation of the Board of Barber Examiners.

The representative of the N.C. Physical Therapy Examining Board stated that the question had never come up, but that violators of state or federal narcotics laws could be denied a license, depending on how their Board and their lawyer interpreted the law.

The State Board of Mortuary Science includes a question on its application for a license regarding past criminal record and then has an SBI fingerprint check run to confirm the honesty of the applicant's response. We were told that there is no hard and fast rule concerning the licensing of ex-offenders. The Board considers each application individually and takes into account the nature of the offense and the honesty of the applicant's response. The probation or parole officer would probably be consulted also.

The decision concerning a license granted by the North Carolina Real Estate Licensing Board is based on an explanation of the applicant's crime and other evidence presented before the Board. We were told by the Board representative that there is not an automatic exclusion of ex-offenders in the licensing process.

The decision for the granting of an Insurance license is made by the Chief Deputy Commissioner on an individual basis. The ex-offender submits to the Commissioner 1) a copy of the court record of his conviction, 2) a letter from his probation officer, and 3) a notarized affidavit from himself and two people who have known him for at least three years. If he is refused a license he can appeal the decision.

Concerning the matter of hiring practices, we contacted groups such as the Personnel Office of the State of North Carolina, the N.C. Office of the AFL-CIO, the office of the Director of Apprenticeship Training of the N.C. Department of Labor, and approximately 200 individual employers across the State of North Carolina. (See Question 6, this Section.)

According to the representative of the State Personnel Office, persons applying for state jobs in North Carolina are considered on their qualifications, but the nature of the past crime is considered with reference to the particular position applied for. For example, a convicted embezzler would not be hired for a position requiring the handling of money.

The AFL-CIO representative reported that it is his organization's policy to encourage the hiring of ex-offenders. He further stated that "There is no restriction regarding union membership (for ex-offenders). The problem would come in hiring," especially in the building trades. The Office of Apprenticeship Programs is presently seeking to hire someone to work on these programs, but at the present time, no ex-offenders are enrolled as apprentices to their knowledge.

Responses from employers across North Carolina are displayed in Appendix E. The large majority of employers consider the question of hiring ex-offenders as individual decisions, and very few companies/businesses have a written policy or made a negative response concerning hiring practices.

serva, Inc

Chapter IV

INTERPRETIVE SUMMARY

The results of this study reveal a fragmented and disjointed statewide approach to vocational education for correction inmates. Neither a policy supporting vocational training nor evidence of an overall philosophy to guide the development of policy at the state level was found to exist. At the area program administration level, the priorities of the system were considered to be (1) security, (2) population management, and (3) adult basic education. Vocational programs as currently provided were found to lack the diversity and flexibility to serve the special training needs of a population ranging in age from fourteen to over sixty years, in IQ from mental defective (<70) to superior (>120), and in grade achievement level from elementary to postsecondary. Vocational offerings at local prison units frequently consisted of single course extension programs with limited opportunity for advanced skill development. Selection of vocational courses frequently appeared to be a function of already available resources. Seldom were course offerings based on identified inmate needs and/or employment opportunities. More often, courses reflected institutional service needs rather than developmental and rehabilitative considerations.

The autonomy of the institutions making up the Community College system coupled with the mobility of the inmate population served to inhibit the effectiveness of vocational education programs, services and activities. Labor market needs identified in one geographic area do not necessarily correspond to those in another part of the state.

A local CC/TI in the western area, for example, may not be able and/or willing to respond to the interests of an inmate to be eventually released in the eastern area of North Carolina. Lack of standardized curriculum content across units of the Community College system limits the transferability of inmate credits.

Funding exerts a corresponding inhibitory effect on the ability and willingness of CC/TIs to serve inmates' vocational education needs. This results from the fact that Community Colleges are reimbursed according to the number of full-time equivalent students enrolled. If vocational class attendance drops due to transfer of inmates or voluntary or disciplinary withdrawal from program participation, the CC/TI may have to cancel courses. In the absence of a firm commitment to inmate vocational education, CC/TIs may cut on-site programs of prison units before cutting back other services in times of fiscal shortages.

Little evidence of effort on the part of either Correction or Community College personnel to explore training alternatives or program innovations was found. Likewise, little effort on the part of either group to recognize and respond to the varied needs of special target groups--female, handicapped and disadvantaged offenders--was noted. Although the handicapped and retarded inmates were served by Vocational Rehabilitation programs at several facilities, the delivery of these services was not governed by a documented correctional policy.

No centralized effort in the Department of Correction to coordinate vocational education program offerings was noted. Any effort if initiated would be seriously hampered by the lack of a systematic reporting process to provide data on a timely basis. The Department of Correction currently has no way of knowing how many nor how well vocational services are being delivered. This lack of information precludes coordination of the local unit program offering. As a consequence the system is locked up in a resultant prison of ignorance and inaction.

Correction program personnel have often been recruited/promoted from custody (guard) positions. This in itself is not a bad practice. Custody personnel may possess valuable insight into the needs and problems of the inmate. However, to assume program responsibilities a person should also be knowledgeable in the areas of public relations, planning, administration and evaluation techniques.

Program personnel and prison units at the area levels seldom possess specialized educational program expertise. Only rarely are program personnel experienced in the field of vocational education. With the exception of major institutions and the four service complex facilities, Division of Prison program positions were seldom staffed with professionally trained educators.

The occupational and/or educational backgrounds of vocational instructors at prison facilities are generally related to the courses they teach. There is, however, a distinct lack of recent or periodic inservice training reported by instructors. Neither the Department of Correction nor the Department of Community Colleges has a requirement either for inservice training in the occupational area being taught or for training in teaching special populations. Vocational instructors and unit program personnel are the two groups most accessible to inmates for job training advice. No evidence was found that either group was provided with sufficient information to provide inmates with sound job training advice.

Program personnel generally do not view community/public relations activities as part of their duties and responsibilities. Nor is ongoing job development for work release, parole work planning, or finding release placement of inmates a clearly designated responsibility of the program staff. Interagency cooperation between local CC/TI and prison units at the facility level is situational and essentially without predetermined or mutually established goals. Program personnel as well as other prison administrators are not predisposed either by system incentive or training to seek cooperative arrangements.

Vocational skill training resources external to the Division of Prisons and the Department of Community Colleges (including VR) have not been fully explored much less exploited. Private schools, federally funded projects, and volunteer programs were seldom used to provide rehabilitative skills training oriented to gainful employment of inmates upon release.

The full potential of the prison enterprise function has been grossly neglected. Enterprise operations have been geared almost entirely to a profit/production orientation with little attention to their utility as vocational training sites or even as tools for improving inmate workers. Inmates are seldom rotated from one machine to another in plants in a preplanned effort to teach them the entire production operation.

In summary, vocational education of North Carolina's Correctional population is an unstructured, uncoordinated and incomplete effort. Despite isolated examples of excellently planned programs and the existence of generally well-qualified instructors throughout the system, the absence of policy, clearly stated goals, top level commitment and firm budgetary support precludes effective program planning and delivery.

As a result, the rehabilitative potential of vocational education to transform offenders into productive members of society is severely restricted.

Chapter V

RECOMMENDATIONS

Recommendations made as a result of this study reflect the belief that correctional inmates should be provided access to vocational training which is of high quality, which is realistic in light of current and anticipated employment opportunities and which is suited to the needs, interests and ability of inmates to profit from such training. Consequently, the recommendations are arranged in order from a "call for policy" to rather specific program considerations. Major policy recommendations are addressed to the Secretary of the Department of Correction. Programmatic recommendations may be considered independently of major policy recommendations.

Strategic Recommendations

> *An overall statewide policy governing vocational education in correctional institutions should be developed.*

This policy should clearly define the role and mission of vocational education in a correctional setting and should serve as a guide for present and future planning and administration of correctional vocational education programs. The system for the delivery of vocational education to correctional inmates should be defined and the roles of the Department of Correction and the Department of Community Colleges clearly specified. The policy should be sufficiently comprehensive to allow for the variety of programs needed to serve a diverse population with special needs, yet specific enough to guide decision-making regarding initiation, continuation or discontinuance of individual programs.

A policy applying to all major institutions and field units would serve to unify vocational education programs, services and activities provided under the jurisdiction of the Department of Correction. By including a statement of philosophy and a definition of vocational education in the formulated policy, the underlying beliefs, assumptions and intent of the Department of Correction can be made overt and communicated to field administrative and staff program personnel.

> *The planning and administration of vocational education for correctional inmates should be under the jurisdiction of the Department of Correction.*

The strong autonomy of local community colleges and technical institutes contravenes the development of an integrated delivery system under the present arrangements. Not all community colleges and technical institutes choose to offer on-site courses at correction institutions and field units. Those that do appear to have wide discretion as to instructional and curriculum resources provided. Responsibility for provision of materials, supplies, equipment and facilities resides jointly with Corrections and the Community College providing instruction.

As might be expected in an arrangement wherein responsibility is jointly shared by separate agencies, resources provided are frequently not complementary. There is no guarantee of uniformity of content of program offerings nor is there a current procedure for monitoring to insure uniformity of content and quality across courses offered by community colleges and technical institutions. Although course credits are theoretically transferable, there appears to be no standard provision for acceptance of course credits nor is there a uniformly adopted procedure for recognition of the attainment of specific competencies. Given these conditions, the current delivery system is largely a patchwork of courses with little detectable relation to inmate needs and/or employment opportunities.

To remedy this situation, it is recommended that the delivery of vocational education programs, services and activities should be the sole responsibility of the Department of Corrections. The mobility of the inmate population induced by the decentralized structure of the correctional units makes unification and standardization of the correctional vocational delivery system imperative. The potentially disruptive effects of transfers on educational endeavors can be minimized by a system-wide vocational education thrust characterized by shared philosophies, goals and objectives achieved through standardized courses and vocational training opportunities.

> *A comprehensive vocational education program for corrections should be planned, developed and implemented by the Department of Correction.*

The program should

(a) be founded in an overall unified policy of correctional vocational education;

(b) provide for [1] the accurate assessment of current and future system-wide needs of identified inmate groups and with special consideration given to needs of women and youth, [2] current and future employment opportunities realistically available to ex-offenders;

(c) formulate vocational goals that are consistent with overall correctional vocational education policy, responsive to documented inmate needs, realistic in light of anticipated employment opportunities and capable of being attained;

(d) define expected outcomes of goals by objectives which are stated in measurable terms;

(e) design and develop programs and training opportunities necessary for achievement of stated objectives;

(f) utilize all available training resources;

(g) evaluate the extent of achievement of stated objectives.

The program should be based on an overall policy which articulates the role and mission of vocational education in the Department of Correction. As indicated in the previous recommendation, such a policy should clearly define the delivery system in a manner that delineates the role and responsibility of (1) the institutions and field units of the Department of Correction, (2) the community colleges and technical institutes, and (3) the community training resources including public and private schools, manpower program service providers, community service agencies and private industry.

The needs assessment component should furnish information on the needs of the inmate population and the manpower needs of the State. Population needs assessment should include provision for the determination of individual inmate's occupational and career interests and motivations, their achievement levels and skills and general job readiness. Assessment procedures could include standardized tests and inventories, tailor-made questionnaires, indices and instruments and standardized work sample assessment. Assessment of manpower needs should include estimates of occupational demand and supply, employer hiring practices for specific occupations, and skill and educational requirements for specific occupations. Such information is envisioned to be routinely available from the occupational information system currently being developed in North Carolina.

Goals should be formulated which are consistent and compatible with each other and with the overall role and mission of correctional vocational education. A well-defined procedure for the formulation of Department-wide vocational goals based on inmate needs and manpower requirements should be established. Formulated goal statements should designate the special inmate group to be served, describe the educational opportunities to be provided and define the outcomes to be expected. Goals should be appropriate and realistic in light of documented education and employment needs of specific inmate groups, e.g., youth, women, handicapped; current and anticipated employment opportunities; and changing occupational requirements.

Objectives should be established that are necessary and sufficient for goal attainment. Objectives should be stated in measurable performance terms that lend themselves to specific determination of the extent to which they are currently being achieved. Objectives should specify the number of clients to be served, the time within which the outcome will be achieved, and the outcome to be expected, e.g., placement of seventy-five (75) percent of the program completers within six months of their release.

Courses and training resources necessary for the attainment of stated objectives should be designed and developed. Courses should be competency based, organized into modules for the attainment of specifically designated competencies and to facilitate open entry and exit. Competencies should include in addition to trade skills the social, personal and general citizenship skills necessary for orientation to successful performance in the world of work. Inmates should be classified and assigned to vocational courses taking into account the match of their abilities, interests, skills and career aspirations with minimum course requirements. A performance contract should be negotiated stipulating the competencies the inmate desires to achieve and the support services to be provided by the institution.

A variety of training resources external to the Department of Correction should be identified and considered. Available options might include institutional and on-the-job training, cooperative work-study, apprenticeship programs, employer-sponsored training programs, skills centers, correspondence study, televised instruction, public and private schools, and manpower service providers. In order to ensure uniformity, the Department should require that the competencies to be developed and the outcomes to be achieved be stipulated by the service providers.

Program performance should be evaluated by follow-up of the ex-offenders. The Department should ensure that follow-up surveys are planned so that they will be valid and useful in the improvement of existing programs. The follow-up instruments should be designed to elicit useful data and data collection procedures designed to contribute to an adequate response rate and valid results. Data should be tabulated and analyzed to determine the outcome of correctional vocational programs, identify strengths and identify areas in need of improvement.

Operational Recommendations

The following recommendations are addressed to more specific activities which if adopted would serve to improve current vocational education programs and practices. These recommendations can be considered independently of the former more globally oriented policy proposals.

Vocational instruction at prison facilities should be modularized and organized according to the cluster concept.

Curricula should be developed to include units of instruction (modules) which prepare students for definable jobs. Modularized instruction would enable short-term inmates to be certified as having acquired specific job skills and would facilitate open entry and exit. Occupational clusters should be developed and modules designed which cover such topics as common occupational practices, related theory and practices, tools, equipment and materials characteristically used, and characteristics of workers customarily hired. For each module, the instructional objectives, student objectives and teaching strategies should be developed. In this manner, a logical progression of skill development could be designed and student progression toward definable goals could be planned and evaluated.

In planning vocational training programs, increased consideration should be given to the interests and needs of the inmate and to opportunities for employment for ex-offenders.

job training, cooperative training, participation in CETA programs. Off-site vocational training should be made more accessible to inmates through use of surplus state vehicles for transportation and development of cooperative agreements with community service providers.

Career preparation plans should be developed.

For every new entrant into the Correctional system, and for all current inmates with one year to serve, a comprehensive career plan should be developed. The plans should be based on results of vocational preference tests, interest inventories and aptitude tests. The career plan should indicate individual career goals, objectives to be obtained, strategies for obtaining these objectives, methods for determination whether objectives had been obtained, and support to be provided by the institution. The plans should be negotiated and signed-off by the inmate and a representative of the Department. These plans then constitute a learning contract and should guide inmates' career development activities while in the system.

Inmates should be educated in career decision-making and job search techniques as part of the vocational training effort.

Even when offenders have occupational competencies they may have a hard time getting and keeping jobs upon release or parole. Many inmates expressed doubts about their ability to get a "good" job even if they were successful in the vocational courses available to them. The cultural background and employment experience of the offender limits opportunities to those jobs with low status and low pay. This type of job offers little stability or financial security.

Inmates need to be active participants in the development of their career plans. They need to be trained to utilize information about themselves, knowledge of the labor market, and information on occupational requirements to make informed career decisions. They then need to learn how to go about finding and holding a job.

The Department of Correction should institute a career planning and decision-making training program for offenders within one year of release. Departmental staff, Employment Service, CETA, and VR personnel should be trained to conduct the inmate programs.

Special attention is required for the Youth Services division. New provisions of CETA have great potential for serving the youthful offender and early knowledge and coordinated efforts should pay off in much needed funds for programs. Youthful offender programs are especially needed if the population of North Carolina's prison system is to be decreased.

CETA and other federal programs' potential for female offenders should also be explored. The female ex-offender faces tremendous odds in a labor market already flooded with females seeking employment after raising families or just completing college. Also, there is very little information regarding the special needs or interests of the female offender upon which to base vocational program decisions.

This study shows a major portion (63%) of female offenders interested in college courses. Training in career decision-making based on labor market realities is very important to female offenders and could be developed using CETA, LEAA or other funding sources.

> *A vocational aptitude test battery and vocational interest inventories of inmates should be used as a basis for vocational program development and assignment.*

Results of careful and comprehensive testing of inmates can be used as a planning tool for developing vocational programs. Correction program staff currently have access to the results of a limited range of tests upon which to make programmatic decisions. Decisions are primarily based on equipment and facility considerations and (often) the willingness of a local CC/TI to provide instruction. Tests results should also be used as a counseling device and as a reinforcement of inmate interest in gaining occupational competencies.

Instructors will find test results useful in gearing course content to the individual inmates. Currently instructors report a limited access to inmate test scores because they are kept in confidential inmate "jackets". Information pertinent to the inmates' vocational development (test results, course records, career plans) should be retained in the separate Inmate Educational Folders.

> *In order to improve the attitudes of inmates toward vocational training the training must be tied to placement.*

Inmates repeatedly stated that the quality of training was good, "it kept the lid on," but expressed doubt that the training would really help them obtain a job on the outside. The area program personnel view the goal of vocational training as more therapeutic than skill acquisition.

Vocational programs organized as cluster curricula with provisions for career awareness and exploration as well as specific skill training is one strategy for improving the overall placement potential of inmates. The Employment Service should employ staff, perhaps with CETA funds, to work directly with minimum custody units and advancement centers to develop job placements for offender work release and parolee work plans.

> *Inmates at all units should have access to qualified vocational counselors.*

The function of the vocational counselor is to assist the inmate in the development and realization of individual career preparation plans. Counselors should be capable of providing the inmate with useful information regarding his vocational aptitudes and interests with respect to employment opportunities. The counselors should foster a positive attitude on the part of the inmate toward the benefits of participating in vocational training.

> *Vocational Advisory Councils should be established to serve each facility.*

The data collected from correctional program personnel, vocational instructors and state agency administrators indicate the lack of a procedure for selection and development of vocational training programs at individual units. None of the area program administrators and only one unit program indicated that citizens advisory committees were used in program development.

Advisory Councils should (1) be cognizant of labor market projections, (2) possess expertise in relating training to job skills, and (3) utilize the supportive services of other governmental and nongovernmental organizations in order to make informed recommendations to the Correction Education Office regarding program offerings.

> *The State should launch a campaign to promote employer interest and involvement in the correction effort.*

The results of our survey of major employer groupings and our contact with trade organizations illustrate a lack of any positive interest in the inmate, parolee and ex-offender as a viable source of labor. Only the State AFL-CIO office claimed to have a written policy supporting the employment of offenders.

Having representatives from business and industry on the State Vocational Advisory Committee and unit Councils is the start in a positive direction. Another strategy is to involve employers in regular assessments of prison enterprise operations. Assessments could be useful to the enterprise by gaining advice on up-to-date production techniques and worker utilization improvements. The assessments could serve the vocational training effort by identifying obsolete or missing skill requirements for transferability of job experience to private industry. Regular surveys of major employers to ascertain expanding areas of employment and skill requirements would serve to keep them aware of the employment needs of the offender population and provide valuable information for planning vocational programs.

Efforts should also be undertaken to link work release to the educational endeavors through on-the-job training, cooperative and work study programs. Work experience could be integrated with classroom activities to provide a meaningful educational experience.

> *The vocational training effort should include extensive use of apprenticeship contracts for inmates.*

Correction staff should be required to work closely with the State Apprenticeship Training Division and the Employment Service to devise strategies for developing apprenticeship contracts for inmates. The apprenticeship effort should be augmented by the activities of the Vocational Advisory groups and the employer involvement effort.

> *Division of Prison Program Personnel should be trained in program evaluation techniques.*

Competency-based programs coupled with learning contracts require extensive evaluation of attainment of instructional and individual learning objectives. Currently, the administrative duties of unit program personnel and the present program structure preclude the accumulation of necessary evaluation experience.

> *Standard requirements should be established for vocational instructors teaching in prison facilities.*

The inmate population possess characteristics requiring special skills and abilities on the part of vocational instructors. Instructors are looked to for labor market advice, employability planning and general counseling, in addition to skill training. Instructors should be required to take training in dealing with the special needs of the inmate. Further, instructors must deal with a very mobile population possessing widely varying skill levels. Training in teaching methods appropriate to the population should be required for instructors. There should be regular inservice training requirements for inmate instructors to insure that skills being taught are not outdated.

> *A staff person should be designated at the State level to explore, develop and coordinate funding opportunities from the Comprehensive Employment and Training Act and other sources.*

Limited State resources serve to restrict the offering of needed educational and training programs. Use of Federal funds such as CETA and Vocational Education appear to be critical to the continued expansion and improvement of present programs.

> *The Educational Services Branch should be strengthened at the State level. Vocational education specialists should be assigned to the area level, the major institutions, and to the Youth Service Complex and report directly to the head of Educational Services.*

The Educational Services Branch should be given authority commensurate with the responsibility for planning, developing and evaluating vocational programs. Even the present staff responsibility for program activity monitoring and reporting is hampered by the lack of authority to require timely and accurate reporting from the various units.

Successful centralized planning will require informed input from the various levels. The area, institution and Youth Service level educational staff could also provide the assessment of needs, training of unit level program staff and overall coordination of activities in an integrated educational program.

> *Ex-offenders should be trained to be Probation and Parole Assistants.*

The nine branch offices of the Division of Adult Probation and Parole are inadequately staffed to handle the current case load of probationers and parolees--average 110 clients per officer. Officers lack the time to do the planning and developmental work necessary to expand the placement opportunities of their clients.

Ex-offenders and parolees could be trained with CETA and/or Vocational Education funds to be Probation and Parole Assistants. CETA funds could also be used to pay their salaries once the training was developed and carried out.

> *There should be increased utilization of the Division of Vocational Rehabilitation, especially for adult offenders.*

This resource has not been fully utilized by the Department of Correction. Central office records do not show active sheltered workshop participation except at the Greenville, N. C. Rehabilitation Center. There are also inmates involved in V.R. activities at Western Carolina Center and Broughton Hospital in Morganton, and female offenders have participated in vocational rehabilitation sheltered workshops in the Raleigh area.

With the designation of the Department of Correction as a Local Education Agency (LEA) the Department of Public Instruction will be obliged to provide services to the population under twenty-one years of age. The Division of Vocational Rehabilitation could provide skilled services to adult inmates with physical handicaps and learning disabilities.

The following recommendations pertain to the use of prison industries as an education and training resource.

The enterprise operations are rated by vocational education experts as having excellent potential as training sites. As currently operated the inmates assigned to the various operations receive some on-the-job training. However, the primary focus is on production, and many valuable training opportunities are wasted.

The furniture and upholstery plants at the Iredell County prison site are recommended as models for a combination of training and work experience. The effectiveness of this approach is enhanced by the demand for labor in the furniture industry and by job placement agreements with area manufacturers. In order to enhance the education function, it is recommended that:

> *Enterprise manufacturing plants can be used as training sites for non-working inmates the sixteen hours per day that most plants are not in operation. Classroom training in production methods, superivsory techniques, machinery repair as well as advanced skill training should be available to inmates working in the various plants.*

Inmates should be given job descriptions of their enterprise work assignments. Also descriptions of jobs in all the enterprises should be accessible to the inmates at every unit. Inmates should be encouraged to seek work assignments based upon their occupational interests.

Inmates should be considered for unit (location) and enterprise work assignments based upon their occupational interests and aptitudes. Enterprise assignments should be in keeping with individual career plans developed for and with each inmate.

Enterprise jobs should be designed so that there is the possibility for increasing both inmate skills and levels of responsibility. Members of the unit vocational advisory council representing related private industry and industrial education should be utilized to identify potential career ladders in prison enterprise jobs.

Inmates should be counseled regarding the value of the enterprise work experience. A good work record with increasing skills and responsibilities could be a positive factor in gaining a work release job or a job after parole or release. Counseling/training for personal development and interpersonal relationships should be a part of the enterprise experience.

Enterprise facilities and operations should be used to train inmates in related occupations. For example, the farm could become a training site for swine and beef breeding techniques, *poultry production, milling, agricultural machinery operation and repair, and soil conservation.*

Consideration should be given to expanding enterprise facilities and adding machinery for training purposes. Enterprise supervisors should be required to take periodic training in production technology and supervisory techniques.

Reciprocal training agreements with private industry should be explored by the Department of Correction. Such agreements could include the exchange of supervisory personnel.

Although elements of the preceding recommendations apply generally, it is deemed important that a model delivery system for correctional education be designed and field tested within the Youth Service Complex of the N. C. Division of Prisons.

Basic components of such a model are currently operating at the Sandhills Youth Center. These consist of (1) academic/vocational testing, (2) job development activities, and (3) community liaison/follow-up efforts. The major component requires development--an instructional program which is based on inmate aptitudes and interests and is tied to current and anticipated occupational demand. The model should be disseminated throughout the Youth Services Complex for testing and modification.

In order to design and field test a comprehensive vocational program the following recommendations are offered:

State level staff should be charged with the responsibility for identifying funding sources and securing funds for the development and field test of the vocational delivery model. Possible sources include U.S. Office of Education, Bureau of Occupational and Adult Education, U.S. Department of Labor, Employment and Training Administration, and LEAA.

On-site vocational programs should provide the youthful offender with career awareness training, world of work orientation and exposure to vocational options.

The development of community-based vocational education and training options should be a primary function of the program staff at each minimum custody youth facility.

Vocational courses for youthful offenders should be organized into cluster curricula to enable the youth to gain basic skills in a variety of related jobs. This approach gives the youthful offender some exposure to various jobs and encourages occupational exploration.

Methods of instruction of youthful offenders should be founded in sound teaching practices. To this end instructors should be required to attend periodic workshops in the education of special populations.

In addition to training youthful offenders in basic entry level job skills currently in demand, vocational course options should be expanded to include training

> *in fields where continuing demands for new workers are expanding. Youthful offenders should begin preparation for the long term labor market.*

> *Apprenticeship program development and placement should be a primary function of job developers at youthful offender units. As an apprentice the youthful offender has a contract in addition to the work plan required for parole or conditional release. An apprenticeship program should provide the youthful offender with an employer who has a vested interest in his success.*

As with youth, special consideration should be given women offenders. Consequently the following recommendations are proposed:

> *An increased awareness of and emphasis upon the special needs of female offenders should become a priority issue for the N. C. Department of Correction.*

> *Options for vocational skills development or training for female offenders should be increased significantly at N. C. Correctional Center for Women.*

> *Vocational programs for female offenders should be developed based on a needs assessment which takes into account inmate interests, needs and abilities, labor market conditions, and all feasible on-site and off-site training facilities.*

NCCCW personnel should be assigned the specific tasks of identifying and developing all possible funding sources for vocational education training programs, i.e., federal grants, CETA funds, State monies, support from private business or industry, etc.

Communication, coordination and cooperation between NCCCW program personnel, instructional personnel and the Educational Services Branch should be continued and expanded.

Career education, orientation to the world of work, job "survival skills" and training options available to inmates in their expected county of release or parole should be emphasized.

Courses offering information on training and job opportunities for women in non-traditional job areas should be presented, e.g., construction trades, telephone installer, military, electronics, bus or truck driver, etc.

Cooperation with both public and private community training institutions or schools should be encouraged and developed more fully. The involvement of private industry and business in the training of female offenders should be expanded.

Completers of vocational training courses/programs should be subjects of a follow-up procedure to evaluate the effectiveness of the training received at NCCCW or from public or private training facilities.

BIBLIOGRAPHY

American Bar Association. About Time. Washington, D.C.: National Offenders Services Coordination Program, November 1976.

American Bar Association. Offender Employment Review. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions, January 1974.

American Bar Association. Offender Employment Review. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions, April 1974.

American Bar Assocation. Offender Employment Review. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions, July 1974.

American Bar Association. Offender Employment Review. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions, October 1974.

American Bar Association. Offender Employment Review. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions, March 1975.

American Bar Association. Offender Employment Review. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions, July 1975.

American Correctional Association. Manual of Correctional Standards, 3d ed., rev. College Park, Maryland, 1966.

Armore, John R., ed. Report to the States: Recommendations for Improving Correctional Education. The Correctional Educational Advisory Committee. Denver: Education Commission of the States, August 1976.

Bathanti, Joe. "An Interview with Amos Reed." The ECO Journal. Charlotte, N.C.: Ex-Convicts Organization, April-May 1977.

Borman, Christopher. "Modules Travel When Teachers Can't." American Vocational Journal, April 1976.

Bowers, James E. Manual on Techniques to Remove Offender Employment Restrictions. Collected in Removing Offender Employment Restrictions. Washington, D.C.: Clearinghouse on Offender Employment Restrictions, March 1976.

Braswell, Mickey and Dave Fondren. "Voc Ed's Role in Rehabilitating Offenders." American Vocational Journal, April 1976.

Bregman, Ralph, Verna Frey and Others. Report of Study on Vocational Programs in Selected California Correctional Institutions for Male Felons. Sacramento: California Department of Correction, June 30, 1975.

Bruce, Hubert, Jr. and Bruce Carpenter. "Competency-Based Curriculum, Kentucky Model." American Vocational Journal, January 1977.

Bureau of Employment Security Research. Employment Projections to 1985 for the Seven SMSA's. Raleigh, North Carolina: Employment Security Commission, February 1977.

Bureau of Employment Security Research. Interim Manpower Projections to 1980 for North Carolina Planning Regions. Raleigh, North Carolina: Employment Security Commission of North Carolina, March 1975.

Bureau of Employment Security Research. North Carolina Employment Projections to 1985. Raleigh, North Carolina: Employment Security Commission of North Carolina, October 1976.

Bureau of Occupational and Adult Education. The Federal Role of Vocational Education in Prisons. Developed by the Planning Staff, Office of the Deputy Commissioner, Washington: USOE, May 17, 1976.

Chavez, John. "'Losers' Master Their Craft." Manpower. Washington: U.S. Dept. of Labor, October 1972.

Clearinghouse for Offender Literacy Programs. American Bar Association, Commission on Correctional Facilities and Services, Coordination Bulletin No. 22. Washington: ABA, December 1973.

Commission on Vocational Education in Correctional Institutions. Final Report. Trenton, New Jersey: CVECI, June 1972.

Connecticut Department of Correction. A New Concept in Education and Training. Hartford, Connecticut: State of Connecticut, Department of Correction, October 24, 1974.

Correctional Research Associates. Community Work--An Alternative to Imprisonment (Principles and Guidelines). Washington: CRA, 1967.

Coursey, John H., Project Director. National Guidelines for the Comprehensive Offender Manpower Program: Revised Draft. Washington, D.C.: A. L. Nellum and Associates, Inc., August 1972.

The ECO Journal. Charlotte, North Carolina: Ex-Convicts Organization, January-February 1977.

Ertle, Vicki, et al. A Guide to Correctional Vocational Training: The First National Sourcebook. San Francisco: Far West Laboratory for Educational Research and Development; Newton, Massachusetts: New England Resource Center for Occupational Education, July 1973.

Evans, R. J. "The Labor Market and Parole Success." Journal of Human Resources, Spring 1968.

Federal Register. Vol. 38, No. 213. Washington: Government Printing Office, November 6, 1973.

Female Offender Resource Center. Female Offenders: Problems and Programs. Sponsored by The American Bar Association's Commission on Correctional Facilities and Services. Washington: ABA, April 1976.

Final Report of the Legislative Commission on Correctional Programs. Presented to the North Carolina General Assembly. February 1977.

Footlick, Jerrold K. with Susan Agrest and Diane Camper. "Fairer Sentences." Newsweek, April 26, 1976.

Fulford, Cynthia and Nancy Heffernan. Data Analysis North Central Area. Raleigh, North Carolina: N.C. Department of Corrections, March 1975.

Galvin, John J. and Loren Karacki. Manpower and Training in Correctional Institutions. Staff Report of Joint Commission on Correctional Manpower and Training. Washington, D.C., December 1969.

Garay, Bert and others. Pilot Study of Four Selected Groups of Parolees. Olympia, Washington: Washington State Board of Prison Terms and Paroles and Washington State Dept. of Social and Health Services, 1971.

Goshko, John M. "Eliminate Indeterminate Sentences, Panel Urges." Washington Post, April 13, 1976.

Goshko, John M. "U.S. Study Finds Probation Failing." Washington Post, May 27, 1976.

The Governor's Law and Order Commission of the State of North Carolina. A Criminal Justice Plan for North Carolina--1976. Raleigh, North Carolina: The Governor's Law and Order Commission, 1976.

von Hirsch, Andrew. "Matching Crime and Punishment." Washington Post, February 8, 1976.

Hunt, James W. Expanding Government Job Opportunities for Ex-Offenders. Collected in Removing Offender Employment Restrictions. Washington, D.C.: Clearinghouse on Offender Employment Restrictions, March 1976.

Hunt, James W. and James E. Bowers. Guide to Legislative Action. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions, March 1976.

Hunt, James W. and James E. Bowers. Guide to Legislative Action: A Review of Strategies to Remove Statutory Restrictions on Offender

Job Opportunities. Collected in Removing Offender Employment Restrictions. Washington, D.C.: Clearinghouse on Offender Employment Restrictions, March 1976.

Hunt, James W., James E. Bowers and Neal Miller. Laws, Licenses and the Offender's Right to Work. Collected in Removing Offender Employment Restrictions. Washington, D.C.: Clearinghouse on Offender Employment Restrictions, March 1976.

Jenkins, W. O. and others. Post-Prison Analysis of Criminal Behavior and Longitudinal Follow-Up Evaluation of Institutional Treatment. Final Technical Report. Montgomery, Alabama: Rehabilitation Research Foundation, February 1974.

Joint Commission on Correctional Manpower and Training. Offenders as a Correctional Manpower Resource. College Park, Maryland: The American Correctional Association, March 1970.

Joint Commission on Correctional Manpower and Training. Perspectives on Correctional Manpower and Training. Washington, D.C., January 1970.

Kerle, Ken. Education--Penal Institutions: U.S. and Europe. Washington, D.C.: The American University, May 1974.

Legislative Research Commission. Prison Enterprises: Report to the 1975 General Assembly of North Carolina, Second Session 1976. Raleigh, North Carolina.

Legislative Research Commission. Report to the 1977 General Assembly of North Carolina: Females in the Department of Correction. Raleigh, North Carolina, January 1977.

Legislative Research Commission. Report to the 1977 General Assembly of North Carolina: The Use of Inmate Labor in Department of Correction Construction. Raleigh, North Carolina, January 1977.

Levy, Girard W., Robert A. Abram, and Diane La Dow. Vocational Preparation in U.S. Correctional Institutions: A 1974 Survey. Columbus, Ohio: BATTELLE, Columbus Laboratories, December 15, 1975.

McArthur, Virginia A. From Convict to Citizen: Programs for the Woman Offender. Washington, D.C.: A District of Columbia Commission on the Status of Women, June 1974.

McCollum, Sylvia G. The Potential of New Educational Delivery Systems for Correctional Treatment: A Correctional Education Handbook. Bureau of Prisons (Department of Justice), Washington, D.C., April 1973.

McDonnell, John C. An Evaluation of the Training Provided in Correctional Institutions Under the Manpower Development and Training Act, Section 251. Volumes 1, 2, 3, and Final Summary. Cambridge, Massachusetts: ABT Associates, Inc., 1971.

McKee, John, et al. *Barriers to the Employment of Released Male Offenders*. Elmore, Alabama: Rehabilitation Research Foundation, 1970.

Magisos, Joel H. and Anne E. Stakelon, Compilers. *Individualization and Modularization of Vocational Education Instructional Materials: An Annotated Bibliography of Publishers and Projects*. The Center for Vocational Education, Ohio State University, October 1975.

Marshall, Patricia. "Criminal Records and Public Jobs." *Manpower*, Washington: U.S. Dept. of Labor, December 1971.

Martinson, Robert. "California Research at the Crossroads." *Crime & Delinquency*, April 1976.

Martinson, Robert. "What Works? Questions and Answers About Prison Reform." *The Public Interest*, Spring 1974.

Mason, Robert and Alexander Seidler. *Effects of Prison Vocational Training and Educational Programs on Employment Success and Recidivism*. Corvallis, Oregon: Survey Research Center, Oregon State University, February 1977.

"Matching Ex-Convicts to Jobs They Like." *Business Week*, November 8, 1976.

"Maximum Security Special." *The Flame*. Virginia Beach, Virginia: The Christian Broadcasting Network, Inc., March 1977.

Miller, Herbert S., Project Director. *The Role of Prison Industries Now and in the Future: A Planning Study*. Washington, D.C.: Institute of Criminal Law and Procedure, Georgetown University Law Center, August 1975.

Mollo, Peter J., Project Director. *Experimental Design for Modular Curriculum Field Test*. Comprehensive Occupational Education Research Project. New York: Board of Education of the City of New York, October 1975.

Mollo, Peter J., Project Director. *Interim Report: Comprehensive Occupational Educational Research Project*. Brooklyn, New York: Board of Education of the City of New York, June 30, 1976.

Monroe, William E. and Charles M. Whitson. "Unique Prison School District Emphasizes Vo-Ed Training." *School Shop*, March 1975.

Morris, Norval. "The Prison Boom." *Washington Post*, May 30, 1976.

National Association of Trade and Technical Schools. *Directory of Accredited Private Trade and Technical Schools 1975-1976*. Washington, D.C.: National Association of Trade and Technical Schools, 1976.

Neier, Aryeh. "Criminal Justice Needs a New Double Standard." *Washington Star*, May 3, 1976.

North Carolina. "Article 3: Administrative Hearings." General Statutes of North Carolina: 1975 Cumulative Supplement. Raleigh, North Carolina: N.C. Dept. of Justice, 1975.

North Carolina. "Article 4: Judicial Review." General Statutes of North Carolina: 1975 Cumulative Supplement. Raleigh, North Carolina: N.C. Dept. of Justice, 1975.

North Carolina. "Chapter 13: Citizenship Restored." General Statutes of North Carolina: 1975 Cumulative Supplement. Raleigh, North Carolina: N.C. Dept. of Justice, 1975.

North Carolina Technical Institutes/Community Colleges. Educational Guide: 1974-1976. Raleigh, North Carolina: State Board of Education, Dept. of Community Colleges, August 1974.

North Carolina Department of Community Colleges. Educational Guide: Technical Institutes/Community Colleges. Raleigh, North Carolina: State Board of Education, Dept. of Community Colleges, January 1975.

North Carolina Department of Correction. A Changing Direction. State of North Carolina, Raleigh: DOC, 1976.

North Carolina Department of Correction. North Carolina Prison Enterprises Annual Statement. State of North Carolina, Raleigh: DOC, 1976.

North Carolina Department of Correction. State Correction Statistical Abstract: July Through September, 1975. State of North Carolina, Raleigh: DOC, 1975.

North Carolina Department of Correction. State Correction Statistical Abstract: January Through March, 1976. State of North Carolina, Raleigh, Division of Prisons, 1976.

North Carolina Department of Correction. State of North Carolina Policies and Procedures. Raleigh, North Carolina: Division of Prisons, 1976.

North Carolina Department of Justice. Crime in North Carolina: Annual Report, January-December 1974. State of North Carolina, Raleigh, 1974.

North Carolina Division of Prisons, Operating Services Manual: Quotas and Job Descriptions of all Jobs Requiring Inmates. Raleigh, North Carolina: DOC, March 25, 1976.

North Carolina State Department of Public Instruction. North Carolina Education Directory 1975-1976. State of North Carolina, Raleigh, 1975.

O'Reilly, Patrick A. The State Planning Process in Vocational Education. Project Baseline Supplemental Report. Flagstaff, Arizona: Northern Arizona University, December 1975.

Oregon Corrections Education Commission. Corrections Education Commission Report. Salem, Oregon, September 1974.

Oregon Department of Education, Oregon Corrections Division. Planning for Corrections Education. First Annual Report. ODE and OCD, January 1977.

Palmer, Ted. "Martinson Revisited." Journal of Research in Crime and Delinquency. July 1975.

Philbeck, Bob H. and J. E. McComas. Final Report: Comprehensive State Plan for Manpower Services Programs for Individuals in the Criminal Justice System. Raleigh, North Carolina: N.C. Department of Administration, N.C. Manpower Council, submitted to the Governor July 3, 1972.

A Plan for the Local Expenditure of LEAA Funds in 1977. Raleigh, North Carolina: North Carolina Department of Natural and Economic Resources, June 1976.

Plotkin, Robert. Constitutional Challenges to Employment Disability Statutes. Collected in Removing Offender Employment Restrictions. Washington, D.C.: Clearinghouse on Offender Employment Restrictions, March 1976.

Powell, Anthony. Differences Appearing Between GATB and NATB Results in Two Medium Security Units. Greenville, North Carolina: N.C. Department of Social Rehabilitation and Control, November 1973.

Pownall, George. "Employment Problems of Released Prisoners." Manpower, January 1971.

The President's Commission on Law Enforcement and Administration of Justice. Task Force Report: Corrections. Washington, D.C.: U.S. Government Printing Office, 1967.

Price, J. M. Coordination of Educational Services to Inmates: Final Report. Raleigh, North Carolina: N.C. Department of Correction, Division of Prisons, September 1976.

Price, J. M. A Core Curriculum for Coordination of Educational Services Between the North Carolina Department of Correction, Division of Prisons; and the North Carolina Community College System. Raleigh, North Carolina: N.C. Department of Corrections, Division of Prisons, September 1975.

Price, J. M. A Cumulative Report: Coordination of Educational Services to Inmates. Raleigh, North Carolina: N.C. Department of Correction, Division of Prisons, October 1975.

Price, J. M. Educational Services: North Carolina Department of Correction, Division of Prisons. October 28, 1975.

Price, J. M. Status Report on Educational Programs in North Carolina Prison System. May 1977.

Raspberry, William. "Justice for All." Washington Post, February 27, 1976.

Raspberry, William. "Reforming Prison Reform." Washington Post, December 29, 1975.

Chamber of Commerce Research Department. Major Employers: Raleigh, Wake County. Raleigh, North Carolina: Raleigh Chamber of Commerce, September 1976.

Resource Center on Correctional Law and Legal Services. "Correctional School District Legislation and Programs." Law Reform Coordination, Bulletin No. 4. Washington, D.C.: American Bar Association Commission on Correctional Facilities and Services, October 1973.

Rovner-Pieczenik, Roberta. A Review of Manpower R&D Projects in the Correctional Field (1963-1973): Manpower Research Monograph No. 28. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1973.

Salmony, L. D. Corrections Education in Oregon: A Way to Proceed. A Report to the State Corrections Education Commission. Salem, Oregon: Oregon State Educational Coordinating Council, June 1974.

Scott, Cherry M. Model of a Delivery System for Training Staff in the Oklahoma Corrections Department, Oklahoma City, Oklahoma. Norman, Oklahoma, October 1, 1975.

Shelton, Margaret. Progress Report on Educational and Vocational Programs. Raleigh, North Carolina: State of North Carolina, Department of Correction, June 25, 1976.

Sienko, Dennis and Leo Sondegroth. "Can Incarcerated Kids Labeled 'Delinquents' and 'School Failures' Operate Successfully in a Community College Setting?" Illinois Career Education Journal, Winter 1975.

Sinclair, Ward and William E. Moulden. Educating Prisoners for Socially Constructive Roles. ERIC Clearinghouse on Teacher Education, Washington, D.C., August 1974.

Standards and Evaluative Criteria: Community Colleges/Technical Institutes. Raleigh, North Carolina: Department of Community Colleges, State Board of Education, December 1975.

Taggert, Robert, III. The Prison of Unemployment. Baltimore and London: The Johns Hopkins University Press, 1972.

Taylor, Benjamin W., Director of Publications. 1975-1976 Directory of North Carolina Municipal Officials. Raleigh, North Carolina: North Carolina League of Municipalities, February 1976.

"Training Helps to Rehabilitate Inmates." Open Door: A Quarterly Journal of the North Carolina Department of Community Colleges. Raleigh, North Carolina: Department of Community Colleges, Spring 1977.

Underwood, Florence C., Compiler. Correctional Education Summer-Fall 1974: Inmate Participation in the North Carolina System of Community Colleges and Technical Institutes. Raleigh, North Carolina: Department of Community Colleges, 1974.

U.S. Congress. House of Representatives. 90th Congress. H.R. 18366, Vocational Education Amendments of 1968. Washington, D.C.: U.S. Government Printing Office, October 1968.

U.S. Congress. Report of the Joint Economic Committee. Report Number 92-49, February 1971.

U.S. Congress. Senate. 94th Congress. 1st Session. Senate Bill 2657, November 12, 1975.

U.S. Department of Labor, Bureau of Labor Statistics. Matching Occupational Classifications to Vocational Education Program Codes. Tomorrow's Manpower Needs, Supplement 3 (Revised). Washington, D.C., 1975.

U.S. Department of Labor. Occupational Outlook Handbook, 1976-77 Edition. Washington, D.C.: U.S. Government Printing Office, 1976.

Walton, Robert R. "New Jersey Places Over 350 Trained Inmate Cooks, Bakers and Meatcutters on Jobs During First 30 Months of Food Training." American Journal of Correction, November-December 1976.

White, D.V., Jr. An Evaluation of Selected Rehabilitative Services Offered at the Utah State Prison. Master's Thesis, University of Utah, 1970.

Wilson, Jack A. Meeting the Vocational Education Needs of Special Populations. Washington, D.C.: U.S. Office of Education, Bureau of Occupational and Adult Education, October 1976.

Witte, Ann Dryden. "North Carolina's Work Release Program: Does It Help Reduce Crime?" The University of North Carolina News Letter. Chapel Hill, North Carolina: Institute for Research in Social Science, The University of North Carolina, March 1975.

Witte, Ann Dryden. *Work Release in North Carolina: An Evaluation of Its Post-Release Effects*. Chapel Hill, North Carolina: Institute for Research in Social Science, The University of North Carolina, 1975.

Young, Patrick. "Criminals Can Be Changed." *The National Observer*, July 11, 1977.

REPORTS AND COMPUTER PRINTOUTS

Provided by the North Carolina Department of Community Colleges and the North Carolina Department of Correction upon request.

"North Carolina Community College System Report: Spring Quarter 1975-76--FTE Generated by Prison Inmates." Raleigh, North Carolina: Department of Community Colleges, August 31, 1976.

"North Carolina Community College System Report: Fall Quarter 1976-77--FTE Generated by Prison Inmates." Raleigh, North Carolina: Department of Community Colleges, April 14, 1977.

North Carolina Department of Community Colleges. *North Carolina Community College System Terms and Definitions*. Raleigh, North Carolina: State Board of Education, May 3, 1974.

Educational Programs: October 1976. North Carolina Department of Correction: Division of Prisons, Educational Services Branch.

Educational Services Profile: (Fiscal Year 75-76) Present Enrollment. North Carolina Department of Correction, Educational Services Branch.

"Guidelines for the Study Release Program." North Carolina Department of Correction, Educational Services Branch.

"Inmate Participants in On-Site Education Programs." February 3, 1975. North Carolina Department of Correction, Educational Services Branch.

"Monthly Education Report: On-Site Vocational and Academic Courses." February 1977. North Carolina Department of Correction, Educational Services Branch.

North Carolina Department of Correction. "Continuing Objectives," from American Management Association, January 21, 1976. Revised February 18, 1976.

North Carolina Department of Correction. Study Release Report: "Name of Courses in which the Study Release Inmates are Presently Participating at Community Colleges, Technical Institutes and Colleges." DOC, Educational Services Branch, September 21, 1976.

North Carolina Division of Prisons. "Study Release Report." Department of Correction, Educational Services Branch, January 1, 1976-September 1, 1976.

Program Services Profile. North Carolina Department of Correction, Program Services Division, August 30, 1976.

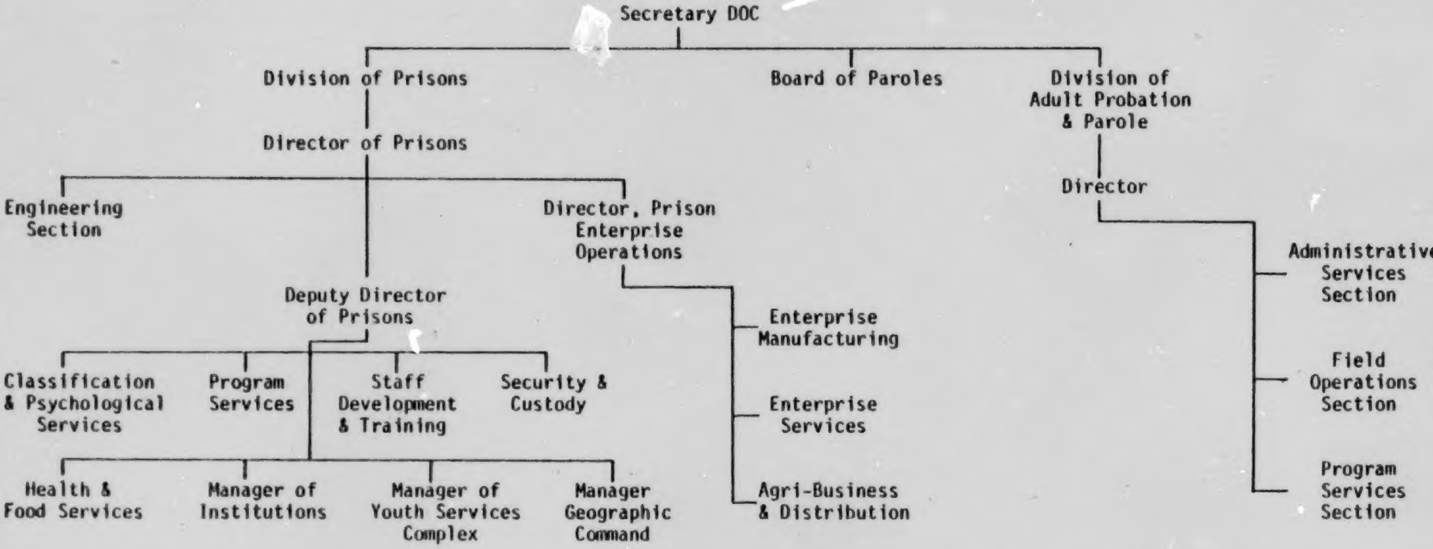
APPENDICES

Appendix A

Organizational Chart

North Carolina Department of Correction

NORTH CAROLINA DEPARTMENT OF CORRECTION

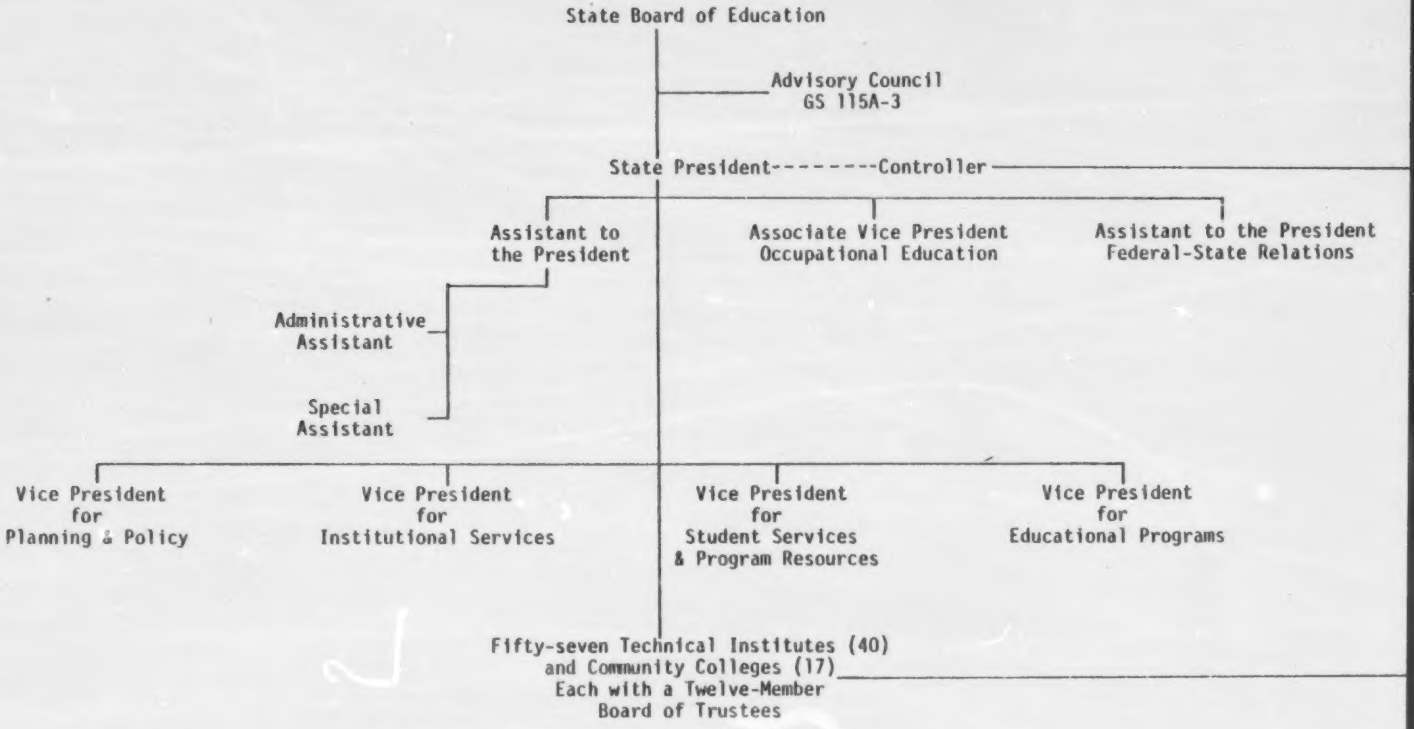

Secretary DOC
Division of Prisons
Board of Paroles
Division of Adult Probation & Parole
Director of Prisons
Director
Engineering Section
Director, Prison Enterprise Operations
Administrativ Services Section
Deputy Director of Prisons
Enterprise Manufacturing
Field Operations Section
Classification & Psychological Services
Program Services
Staff Development & Training
Security & Custody
Enterprise Services
Health & Food Services
Manager of Institutions
Manager of Youth Services Complex
Manager Geographic Command
Agri-Business & Distribution
Program Services Section

Appendix B

Organizational Chart

North Carolina Department of Community Colleges

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES


State Board of Education
Advisory Council GS 115A-3
State President
Controller
Assistant to the President
Associate Vice President Occupational Education
Assistant to the President Federal-State Relations
Administrative Assistant
Special Assistant
Vice President for Planning & Policy
Vice President for Institutional Services
Vice President for Student Services & Program Resources
Vice President for Educational Programs
Fifty-seven Technical Institutes (40) and Community Colleges (17) Each with a Twelve-Member Board of Trustees

Appendix C

A Survey of Correctional Inmates' Needs and Interests for Vocational Training

- Instructions
- Questionnaire with Responses Displayed

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919 [illegible]

A Survey of Correctional Inmates'
Needs and Interests for Vocational Training

Instructions to Administrators of Inmate Questionnaires

Questionnaires should be administered to no more than ten inmates at one time. More than ten slows the process down and may cause the time required for completion to exceed one hour. Hand out questionnaires and pencils to all inmates at one time. Avoid having people come in late.

Introduce yourself to the group and briefly explain the purpose of the questionnaire and the role of inmates in the overall project. Assure them of the confidentiality of their individual comments. Tell them they may write in the margins.

Read each question, making additional explanations and comments you feel will add to their understanding of the question. Define terms using the questionnaire guide below. You will also have to read the answers and check each inmate periodically to see that all are responding appropriately to every question. Very careful instructions may be required for question #16--have the inmate respond for one choice of occupations at a time.

At the end of the form, inmates are asked to make comments concerning vocational training programs. After each inmate completes this section, review the survey instrument to ensure that all questions are answered.

Collect forms and pencils after completion. Thank each inmate for his/her help as you collect the forms.

Request the educational achievement level indicators for each inmate in the sample. These may be provided to you by unit program personnel.

Questionnaire Guide

Let me begin by defining "Vocational." By this we mean courses or training that teach you a job skill, for example, drafting, mechanics, masonry.

✓= read as is

1. Prison Unit - We want the name not the number.

2. Custody grade - as of today.

3. ✓

4. ✓

5. Highest school grade completed - either in or out of prison, include GED.

6. ✓

7. Job before incarcerated this time - We want a general job title, e.g., laborer, carpenter, sheet metal worker, etc.

8a. Check either felon or misdemeanant, not both, we are referring to your current prison offense.

b. ✓

9. Length of sentence you are currently serving, not the time left in your sentence.

10. ✓

11. If Yes - be sure to check all the reasons that apply to you.
If No - go on to question 12.

12. If No - please check all the reasons why not, feel free to write in any other reasons or comments. If Yes - go on to question 13.

13. ✓

14. Answer this question only if you answered Yes to #13. Read through the list first, you may want to check the courses you are interested in and then go back and number your 1st, 2nd, and 3rd choices.

15. If you want any more examples of jobs, just ask. If you will tell me the job you are interested in I will try to give you the occupation in which it fits. Please number only your top three choices.

16. The interests and abilities listed may be different for the three different job types you chose in question #15. Under the column labeled "1st choice" make a check mark on the line by the interest or ability you feel is needed to do that job. Then do the same for your 2nd choice and then your 3rd choice. Feel free to ask for help if you have any difficulty with the columns or understanding what we mean by the different interests and abilities.

Terms a. Some jobs are outdoor jobs, like farming and telephone line repair.

b. Some jobs require that you get along well with other people, like sales work and social work.

c. Some jobs require that you work well with your hands, like mechanic and carpenter.

d. List any special interest you feel is required for the jobs you chose.

e. Some jobs require moving heavy objects or climbing to great heights, like construction and heavy equipment operator.

f. Some jobs require you to draw, or entertain, such as drafting, writing a book or singing.

g. Some jobs require that you figure out how to deal with new situations, not just go by the rules, like administration or teaching.

h. List any special abilities you feel are required for the jobs you chose.

On questions 17 - 22 you will check the Yes column or the No column and make any other required responses.

17a ✓

b ✓

18. Were you given tests when you came to prison that checked out different job skills?

19. If you don't understand the content of the courses in this list, please ask me.

- ABE - adult basic education teaches you to read and write.
- GED - prepares you to take the test for a high school equivalency certificate.
- College courses - for either academic or professional training (Give examples)
- Money management - teaches you to balance a checkbook, prepare and follow a budget.
- Social adjustment - helps you to get along with people.
- Personal hygiene & health - teaches proper skin, hair, teeth care or maybe dealing with a drug or alcohol problem.

- Body building and recreation - refers to weight lifting; any type of sports activity.

  Other - maybe you want religious, cultural or craft courses.

20a. ✓

b. If more than four - list on the back

21a. If Yes - be sure to check only one alternative response.

b. This means, is there any relationship between your work release job and the type of training or experience you received in prison?

22. ✓

23 & 24. Go on to question #25 if you have never taken a vocational course in prison.

25. In making comments about vocational training available to inmates, you might indicate whether or not you feel that lack of job skills has anything to do with your going to prison, or if having job skills will affect your future.

Form CI-4
January 1977

VOCATIONAL QUESTIONNAIRE

Inmate Number N = 546

1. Prison unit N = 17
2. Custody grade Min = 51%; Med = 45%; Max = 4%
3. Present age 25 mean <21 = 32% >21 = 68%
4. Age first incarcerated 20.6
5. Highest school grade completed 10.7
6. Race: 46% Black 49% White
   3% American Indian .1% Hispanic
   2% Other (specify) ________

7. Job before incarcerated this time
   Male = 92% Female = 8%

8a. Felon 86% Misdemeanant 14%
   b. Is this your first offense?
   Yes 60% No 40%

9. Length of sentence 7 median
10. Marital status:
    20% Married 59% Single
    9% Separated 10% Divorced
    1% Widowed

11. While in prison, has anyone talked to you about job training? YES 56% NO 44%

If "YES", N = 542

(please check all that apply)

42% Program staff at a unit
16% Correctional officer at a unit
42% Instructor of vocational courses
28% Counselor
32% Vocational Rehabilitation counselor
11% Case worker
6% Parole officer
12% Other(s) Specify ________

12. Have you taken any vocational courses at a prison unit? YES 62% NO 38%

N = 545
If "NO", why not?

(please check all that apply)

18% None offered that I want(ed)
11% Would have to transfer to another unit
7% Not interested
6% Courses are not good
16% Have work assignments
5% Classes are always full
10% Can't get assigned
26% Other reason(s) Specify ________

13. Are you interested in taking vocational courses while in prison? YES 90% NO 10%

N = 545
If "YES", why?

(please check all that apply)

If "NO", go to question 15

75% To learn job skills
44% To help me get parole or early release
29% To get gain time
27% To pass the time
6% To get out of working at a unit job assignment
30% To make my prison record look good
26% To get custody level promotions
20% To get unit privileges
9% To collect VA benefits
74% To get a good job outside
19% Other (Explain) ________

Form CI-4
January 1977

14. If you are interested in taking vocational courses, please number your first (1st), second (2nd), and third (3rd) choices. N = 511

9% 1. Accounting/Bookkeeping
4% 2. Agricultural Production
9% 3. Air Conditioning/ Heating/ Refrigeration
13% 4. Automotive Body and Fender Repair
23% 5. Automotive Mechanics
8% 6. Barbering
10% 7. Basic Electricity/Installation and Maintenance
12% 8. Bricklaying/Masonry
3% 9. Business Machine Maintenance
6% 10. Cabinetmaking/Millwork

10% 11. Carpentry
4% 12. Clothing Production and Services (Tailoring and Dressmaking)
7% 13. Commercial Art
10% 14. Commercial Photography
7% 15. Computer and Console Operation
11% 16. Cooking, Baking, Food Service
5% 17. Cosmetology (Hairdressing, etc.)
3% 18. Dental Assisting
11% 19. Drafting-- Mechanical or Construction
5% 20. Electrical Lineman

3% 21. Fireman Training
18% 22. Heavy Equipment Operation
1% 23. Horticulture (Flower growing)
3% 24. House Painting and Paper Hanging
2% 25. Industrial Maintenance
7% 26. Key Punch and Coding Equipment Operation
1% 27. Laundry Operation
2% 28. Library Science
1% 29. Lithography (Offset press)
7% 30. Machine Shop

2% 31. Meat Processing
5% 32. Nursing Assistance (Aide or Orderly)
4% 33. Plumbing and Pipe Fitting
2% 34. Printing
8% 35. Radio/Television Repair
4% 36. Sheet Metal Work
2% 37. Small Appliance Repair (Electric or Gas)
3% 38. Small Internal Combustion Engine Repair
5% 39. Typing, Shorthand, etc.
6% 40. Upholstering
17% 41. Welding
7% 42. Woodworking
Other (Please add any other vocational courses you would like to take)
15% 43.
44.
45

15. What general type of work are you interested in doing after release?
Please number your 1st, 2nd, and 3rd choices. N = 536

18% Industrial Production and Related Occupations
Examples: furniture upholsterer, machinist, printer.

15% Office Occupations
Examples: clerical worker, computer worker, bookkeeper.

18% Service Occupations
Examples: janitor, food-worker, personal service worker (barber, etc).

8% Education and Related Occupations
Examples: teacher, teacher aide, librarian, librarian assistant.

14% Sales Occupations
Examples: wholesale or retail salesworker, gas station attendant, model.

35% Construction Occupations
Examples: carpenter, painter, plumber, sheet-metal worker.

26% Occupations in Transportation Activities
Examples: ticket agent, railroad conductor, truck driver.

15% Scientific and Technical Occupations
Examples: forester, draftsman, surveyor.

42% Mechanics and Repairs
Examples: appliance repairer, automobile body or engine repairer, telephone line installer.

10% Health Occupations
Examples: dental assistant, nurses' aide or orderly, physical therapist assistant

21% Social Service Occupations
Examples: counselor, minister, recreation worker.

17% Art, Design and Communications-related Occupations
Examples: performer, reporter, designer.

9% Agricultural/Farming Occupations
Examples: general farm worker, feedlot manager, feed mill supervisor.

11% Professional (please specify) ____________________

13% Other (please specify) ____________________

16. What interests and abilities are needed to do the work you chose in Question 15?
(Check all that apply)

INTERESTS	1st choice	2nd choice	3rd choice
a. like working outdoors			
b. like working with people			
c. like working with my hands			
d. other (specify) ____________			
ABILITIES			
e. physical strength			
f. artistic talents			
g. reasoning ability			
h. other (specify) ____________			

	YES	NO	
17a.	80%	20%	Do you have the skills to do the work you are interested in doing after release? N = 539
b.	64%	36%	Did you have these skills before you came to prison? N = 529
18.	25%	75%	Were you ever tested in prison to find out what jobs you would be good at? N = 526
19.	85%	15%	Do you want to take any of the following courses? N = 510 Check all that apply.

	29% money management
14% ABE	31% social adjustment
28% GED	18% personal hygiene & health
43% College courses	41% body building & recreation
16% Other (specify) ____	

	YES	NO	
20a.	47%	53%	Have you had a prison enterprise job? N = 533 If "YES"
b.	___	___	in which enterprise(s) have you worked?
21a.	27%	73%	Have you ever had a Work Release job? If "YES", check one: N = 484

33% I have one now.

67% I do not have one now. N = 121

	YES	NO	
b.	20%	80%	If "YES", is or was it the same kind of work you were trained for in prison courses or prison enterprise jobs? N = 122
22.	91%	9%	If you don't have a Work Release job, would you like to have one? If "YES" why would you like a Work Release job? N = 436

(please check all that apply) N = 397

65% to get on-the-job training

100% to make money

26% to see if I would like that kind of work

60% to get out of the prison unit.

45% Other (explain) ____

Complete Questions 23 and 24 only if you HAVE taken vocational education courses while in prison.

23. Please list the vocational courses you have taken since coming to prison. N = 340

	Vocational Course Title	Where Did you Take the Course?		Did You Complete? YES	NO
a.		Courses	0	21%	
b.		Completed	1	46%	
c.			2	24%	
d.			3	6%	
e.			4	2%	
			5	1%	

24. Please rate the overall quality of the vocational course(s) you have taken.

	Excellent	Good	Fair	Poor	
a. The instruction was:	42%	42%	13%	3%	N = 328
b. The course content was:	25%	50%	20%	5%	N = 324
c. The buildings were:	14%	41%	33%	12%	N = 318
d. The equipment was:	21%	40%	27%	12%	N = 324

25. Please make any comment(s) on vocational training available to inmates:

Your comments will remain confidential.

Thank you for your help!

Appendix D

Adjusted Employment Service Occupational Job Needs Projections

- Guidelines
- Results for Planning Regions
- Results for SMSAs
- Results for Balance of State

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919/832-7717

Guidelines for Adjusting Employment Service Occupational Job Needs Projections

CONSERVA, Inc. is in the process of conducting an assessment of the vocation opportunities and needs of correction inmates in North Carolina. This project is funded through a contract with the U. S. Office of Education and is endorsed by the Department of Correction. We need the help of Adult Probation and Parole personnel to aid in the assessment of placement opportunities available to parolees and ex-offenders.

The assessment process will require a cooperative effort between Adult Probation and Parole Branch office personnel and Area and Local Employment Service Office staff members. The information contained in these packets will enable you to perform the assessment which is, in essence, a process of adjusting the occupational employment and annual average job needs down to a level which reflects the number of jobs which would be open to parolees and ex-offenders.

On March 15, Mr. John Fleming, Employment Service Director, and Mr. Lee R. Singleton, will be discussing the process of adjusting job availability figures with the E.S. Area Supervisors and Local Office Managers. A copy of the letter to Mr. Fleming is enclosed for your information. Also in the packet is a map of North Carolina divided into the Employment Service Areas as well as a list of the addresses, telephone numbers, and names of managers of all E.S. Local Officers.

The packets contain two or more booklets entitled "Employment Projections to 1985." The projections are broken down into the seventeen Planning Regions (A-R) and the seven Standard Metropolitan Statistical Areas (SMSAs). Most of you have both types of booklets. In the SMSA booklets you will be concerned with the numbers in Appendix Table 3 -- "Annual Average Job Needs in the ________________________ SMSA by Occupation For The 1974-1985 Period," Column #1- Annual Average Job Needs. In the Planning Region booklets there is only one table - "Occupational Employment and Annual Average Job Needs for Planning Region ______." Column #4 - Annual Average Job Needs 1974-1985, contains the numbers you will need to adjust.

As you look at the maps for the Planning Regions, and compare them to the E.S. area divisions and then check them against your own county assignments, you will see that none of the geographical boundaries match up. We must ask that you try to overcome this obvious drawback and use your best judgment in the job opening adjustments.

To facilitate the process your first step should be to contact the E.S. Area Supervisor(s) designated on the address sheets beginning on March 16. The Area Supervisors should be able to recommend the most appropriate E.S. people to help you make the job needs adjustments: in the Planning Regions, two or three labor market analysts or local office managers will probably be involved; in the SMSAs, the Employer Relations staff member may be the primary contact.

You should arrange for one or possibly two meetings to look over the job needs and adjust them to numbers you feel will be realistically available to parolees and ex-offenders in an average year. Please print the adjustment numbers next to the appropriate column and return the booklets to CONSERVA, Inc. at your earliest convenience. We need the adjusted figures prior to the end of April in order to complete our data analysis.

Your assistance in this project is vital to its success. Your time and efforts are greatly appreciated.

If there are questions or problems which arise, please contact Pamela Davison, in Raleigh, at 919/832-7717.

Thank you for your cooperation.

Regions	A	B	C	D	E	F	G	H	J	K	L	M	N	O	P	Q	R	State-wide Totals
1 Industrial	695	1102	1595	1028	2675	2724	1506	381	720	217	228	757	102	87	856	231	376	15,280
2 Office	222	484	284	767	1264	1322	493	66	46	87	0	236	42	90	222	0	58	5,683
3 Service	266	602	280	641	634	1460	688	155	787	132	90	490	48	69	528	1719	349	8,938
4 Education	0	0	0	42	80	10	16	0	0	1	0	0	6	6	9	0	0	170
5 Sales	22	86	24	196	286	300	46	35	37	12	0	35	10	22	33	0	19	1,163
6 Construction	138	245	298	477	360	1166	548	52	44	154	0	322	68	119	135	62	350	4,538
7 Transportation	105	133	87	75	199	338	79	32	41	34	6	106	18	25	297	187	30	1,792
8 Scientific & Technical	5	98	7	24	39	45	23	0	0	8	0	0	1	4	177	0	0	431
9 Mechanics & Repairs	112	201	163	84	124	681	147	32	32	83	0	125	9	10	122	30	64	2,019
10 Health	24	55	27	74	239	479	49	48	38	16	1	67	9	12	53	462	3	1,656
11 Social Service	8	5	12	56	107	42	63	0	0	0	0	14	4	7	63	0	0	381
12 Art, Design, & Communications	8	14	0	8	21	40	18	0	0	4	0	0	3	4	81	0	0	201
13 Agriculture	0	0	0	10	7	20	0	0	166	0	234	0	0	0	233	1402	60	2,132
14 Professional	6	4	9	50	102	54	39	0	0	4	0	0	9	15	81	10	0	383
15 Other	200	369	311	499	535	550	491	62	197	61	54	160	37	47	597	1318	43	5,531
Regional Totals:	1811	3398	3097	4031	6672	9231	4206	863	2108	813	613	2312	366	517	3487	5421	1352	

Statewide Total: 50,298

SMSA	Asheville	Burlington	Charlotte-Gastonia	Fayetteville	Greensboro, Winston-Salem, High-Point	Raleigh-Durham	Wilmington	Totals for each Job Category
1 Industrial	942	217	41	150	950	230	46	2576
2 Office	183	32	43	164	369	0	46	837
3 Service	724	113	79	203	762	73	42	1996
4 Education	0	3	0	0	25	0	3	31
5 Sales	54	8	6	49	55	0	10	182
6 Construction	233	163	56	50	299	0	58	859
7 Transportation	164	22	8	19	87	13	11	324
8 Scientific & Technical	48	6	14	0	21	0	2	91
9 Mechanics & Repairs	116	78	5	22	148	0	5	374
10 Health	47	14	7	25	64	4	12	173
11 Social Service	6	1	3	4	58	0	2	74
12 Art, Design & Communication	9	4	0	0	17	0	4	34
13 Agriculture	9	12	0	0	0	199	1	221
14 Professional	5	3	1	0	41	0	10	60
15 Other	388	100	32	39	396	145	14	1114
								Total for All SMSA
Job Totals for Each SMSA	2928	776	295	725	3292	664	266	8946

Regional Totals Minus SMSA Totals	A	B	C	D	E	F	G	H	J	K	L	M	N	O	P	Q	R	Balance of State Totals
1 Industrial	695	160	1595	1028	2675	2683	339	381	490	217	228	607	102	41	856	231	376	12,704
2 Office	222	301	284	767	1264	1279	92	66	46	87	0	72	42	44	222	0	58	4,846
3 Service	266	0	280	641	634	1381	0	155	714	132	90	287	48	27	528	1719	349	7,251
4 Education	0	0	0	42	80	10	0	0	0	1	0	0	6	3	9	0	0	151
5 Sales	22	32	24	196	286	294	0	35	37	12	0	0	10	12	33	0	19	1,012
6 Construction	138	12	298	477	360	1110	86	52	44	154	0	272	68	61	135	62	350	3,679
7 Transportation	105	0	87	75	199	330	0	32	28	34	6	87	18	14	297	187	30	1,529
8 Scientific & Technical	5	50	7	24	39	31	0	0	0	8	0	0	1	2	177	0	0	344
9 Mechanics & Repairs	112	85	163	84	124	676	0	32	32	83	0	103	9	5	122	30	64	1,724
10 Health	24	8	27	74	239	472	0	48	34	16	1	42	9	0	53	462	3	1,512
11 Social Service	8	0	12	56	107	39	4	0	0	0	0	10	4	5	63	0	0	308
12 Art, Design & Communication	8	5	0	8	21	40	0	0	0	4	0	0	3	0	81	0	0	170
13 Agriculture	0	0	0	10	7	20	0	0	0	0	234	0	0	0	233	1402	60	1,966
14 Professional	6	0	9	50	102	53	0	0	0	4	0	0	9	5	81	10	0	329
15 Other	200	0	311	499	535	518	0	62	52	61	54	121	37	33	597	1318	43	4,441
Totals	1811	653	3097	4031	6672	8936	521	863	1477	813	613	1601	366	252	3487	5421	1352	41,966

Appendix E

Telephone Survey of North Carolina
Public and Private Employers

- Survey Instrument
- Chart of Results

TELEPHONE SURVEY
of
Major N. C. Businesses or Industries

My name is ____________________ and I am calling in behalf of CONSERVA, Inc., a Raleigh-based research and consulting firm. We are conducting a study funded by the U. S. Office of Education to determine the vocational training opportunities available to inmates in the North Carolina correctional system. A part of our study concerns the hiring practices of major business and industry groupings in North Carolina. We would like your help in answering several questions concerning the hiring of ex-offenders.

Your answers and comments will remain completely anonymous.

N = 194

1. Does the Organization have a written policy regarding the hiring of ex-offenders?
   Yes 4% No 93% Don't Know 4%
2. If so, does this policy specify the types of crimes committed and positions which are excluded for ex-offenders? If yes, specify - 100%
   ____
3. Does the application form for employment include a question regarding past criminal record?
   Yes 44% No 54% Don't Know 2%
4. If the applicant has a criminal record does this preclude the possibility of employment? Yes 7% No 90% If yes, how? ____________
   Don't Know - 3%
5. Would the crime committed affect placement in a particular position?
   Yes 73% No 21% If yes, how? ____________
   Don't Know - 6%
6. Approximately how many people are employed by ____________
   Number ________

EMPLOYER TELEPHONE SURVEY RESULTS

Public Employers Cities N = 36 Counties N = 21 Private Employers Mfg. Firms N = 25 Non-Mfg. Firms N = 112	1000+ Employees N = 27			500-999 Employees N = 11			200-499 Employees N = 41			50-199 Employees N - 31			1-49 Employees N = 84			Totals N = 194		
	Yes	No	Policy Unk.	Yes	No	Policy Unk.	Yes	No	Policy Unk.	Yes	No	Policy Unk.	Yes	No	Policy Unk.	Yes	No	Policy Unk.
1. Does the organization have a written policy regarding the hiring of ex-offenders?	2	25	0	4	7	0	1	39	1	0	31	0	0	78	6	7	180	7
2. If so, does this policy specify the types of crimes committed and positions which are excluded for ex-offenders?	2	25	0	4	7	0	1	39	1	0	31	0	0	78	6	7	180	7
3. Does the application form for employment include a question regarding past criminal record?	23	4	0	7	4	0	22	19	0	14	17	0	19	61	4	85	105	4
4. If the applicant has a criminal record, does this preclude the possibility of employment?	1	26	0	3	8	0	3	37	1	0	30	1	7	73	4	14	174	6
5. Would the crime committed affect placement in a particular position?	25	1	1	9	2	0	35	3	3	15	14	2	58	20	6	142	40	12

Appendix F

A Survey of Vocational Opportunities Available to Correctional Inmates at Community Colleges and Technical Institutes

- Cover Letter
- Mail-Out Instrument with Results Displayed
- Follow-Up Letter

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH NORTH CAROLINA 27605
919 832-7717

During the past several weeks the study "Vocational Education and Corrections" has moved ahead to the point where a very important community college survey instrument has been designed. Two copies are enclosed herewith.

As you know, the statewide study in North Carolina is expected to produce the model that will describe how correctional institutions and post-secondary education agencies can coordinate their activities to effectively serve correctional inmates with appropriate occupational offerings. The North Carolina study results, when supplied to the U.S. Office of Education, will be generalized to the other states.

Since the most important data relating to this problem in North Carolina is available only from the fifty-seven units of the Community College system, a panel of six Deans was consulted recently to critique the first draft of the survey instrument. The panel of Deans provided a number of excellent suggestions for improvement which were incorporated into the enclosed final draft. Every effort was made to conserve the time of the individuals who will be supplying the data.

Later this year we are planning to analyze the occupational education needs of correctional institution inmates and then compare these indicated needs with the matrix of post-secondary occupational offerings in North Carolina. It would be most helpful to us if you would request the person(s) you deem most appropriate to complete the enclosed survey instrument and to return one copy to CONSERVA in the self-addressed envelope at your earliest convenience. We trust that the task will not unduly impose upon the time of your staff, especially during this very busy part of the school year. We appreciate your assistance, and we assure you that when the results of the study are known, they will be made available to you.

Very truly yours,

Pamela K. Davison
Project Director

PKD:alps
Enc.

• Consolidated Services Associates •

Form CI-2
October 1976

CONSERVA, INC.
Raleigh, N. C.

A SURVEY OF THE VOCATIONAL EDUCATION OPPORTUNITIES AVAILABLE TO CORRECTIONAL INMATES

Name of Institution

N = 54 Community Colleges and Technical Institutes

Name of Person(s) Completing Questionnaire

____

Position(s) or Title(s)

____

Statement of Purpose:

The following survey is designed to elicit information regarding vocational and technical curriculum programs and occupational extension programs available to correctional inmates. Data are needed concerning specific programs and their characteristics as well as policies and attitudes toward inmate matriculation.

NOTE: Some questions are addressed to programs conducted at correctional units and others refer to programs within the community college or technical institute. Your assistance is vital to the successful completion of this study.

Date: _____________

1. Please list each occupational education program currently offered by your institution at a correctional unit. Occupational education programs may include the following types:

1) Technical education curriculum programs
2) Vocational education curriculum programs
3) Occupational extension programs
4) Specialty education programs

NOTE: If your institution offers no programs at a correctional unit, skip to page 3.

Program Name	Program Type (See 1-4 above)	Correctional Unit	Name(s) of Instructor(s)

If more than twelve programs are offered, please continue on another sheet.

2[redacted]The [redacted]owing[redacted]list [redacted] cu[redacted]culum[redacted]progr[redacted] (A[redacted]OUR [redacted]ITU[redacted]ON) [redacted]aken[redacted]rom [redacted] Edu[redacted]ion[redacted]uid[redacted]f th[redacted]orth[redacted] [redacted] Carolina Department of Community Colleges. Please cross off any programs no longer offered, add any additional programs at the end of the listing, and supply the appropriate responses for each program offered.

Name of Program	I Offered this academic year?		II Are enrollments usually at capacity?		III Number of quarter hrs required to complete?	IV Minimum grade level equivalency desired for entrance		V Is curriculum organized into modules* of instruction?		VI Can credit be applied to an apprenticeship program?	
	Yes	No	Yes	No		Read.	Math	Yes	No	Yes	No

*Module: A unit of instruction preparing the student for a definable job.

2. (continued)

	I		II		III	IV		V		VI	
	Offered this academic year?		Are enrollments usually at capacity?		Number of quarter hrs required to complete?	Minimum grade level equivalency desired for entrance		Is curriculum organized into modules* of instruction?		Can credit be applied to an apprenticeship program?	
Name of Program	Yes	No	Yes	No		Read.	Math	Yes	No	Yes	No

*Module: A unit of instruction preparing the student for a definable job.

3. Are you planning to add any new technical and/or vocational education curriculum programs within the next year?

______ Yes

______ No

______ Don't know

4. If yes, what are these programs?

____

____

____

5. What guidance and counseling services could be regularly provided to correction inmates on study release who might enroll in technical and/or vocational curriculum programs? (Check all that apply)

(83%) 45 Aptitude testing

(78%) 42 Interest testing

(94%) 51 Individual vocational counseling/guidance

(65%) 35 Group vocational counseling/guidance

(91%) 49 Personal assistance in adjusting to educational and work requirements

(83%) 45 Placement service

(4%) 2 None (medium custory units do not allow study release)

(9%) 5 Others (Please specify) ______________

____

6. Are enrollments in technical and vocational curriculum programs restricted on the basis of aptitude test scores?

(4%) 2 Yes, for all programs

(59%) 32 Yes, for some programs

(39%) 21 No

7. What types of job placement services could be regularly provided to inmates on study release who might be enrolled in technical and/or vocational curriculum programs? (Check all that apply)

(93%)	*50*	File of job vacancies maintained in your institution
(78%)	*42*	Literature concerning occupational employment opportunities and entry requirements provided
(74%)	*40*	Referral of inmates to particular employers for job interviews
(9%)	*5*	Job placement services provided by pre-release center or halfway house
(43%)	*23*	Courses offered in job-finding skills
(61%)	*33*	Registration at state or local employment offices
(4%)	*2*	No services can be provided
(4%)	*2*	Other ____________________

8. Who would or could provide placement services to inmates on study release who might enroll in technical and/or vocational education curriculum programs? (Check all that apply)

(89%)	*48*	Placement officials at your institution
(72%)	*39*	Instructors at your institution
(76%)	*41*	State or local employment office personnel
(61%)	*33*	Vocational rehabilitation agency personnel
(41%)	*22*	Case workers or social workers
(57%)	*31*	Parole officer
(2%)	*1*	Other ____________________

9. Give the number of technical and vocational education curriculum program instructors (full and part-time) who have prior experience in working with inmates and/or ex-offenders. ____________

Mean: 11.2

Range: 0 - 109

No response: 17

10. Please list those programs that exclude inmates and/or ex-offenders as a matter of administrative or institutional policy.

Program name: *# of programs* Comments:

mean: .85

range: 0 - 6

No response: 14

11. What is the institutional policy with respect to acceptance of credits within the same technical and/or vocational education curriculum program from other community and/or technical institutes?

(63%) *34* Credits are routinely accepted

(35%) *19* Acceptance of credits determined on an individual basis

0 No transfer credit accepted

0 Other (Please describe) ______

(2%) 1 No Response

12. Could your institution regularly follow up study release ex-offenders who might complete technical and/or vocational education curriculum programs?

(46%) *25* Yes, for all programs

(30%) *16* Yes, for some programs

(19%) *10* No

(6%) No Response

13. FOLLOWING are statements pertaining to a community college or technical institute providing occupational education for correction inmates, either on-site in the correction unit or on campus. Please indicate the extent of your agreement or disagreement. Use the following code:

1 = Strongly disagree
2 = Disagree
3 = No opinion
4 = Agree
5 = Strongly agree

a. 1.85 Correctional institution students and regular students should not be associated in the same shop, lab, or classroom.

b. 2.72 Parents object strongly to mixed instructional groups of their children and inmates of correctional institutions.

c. 2.48 Instructors are reluctant to teach within a correctional unit.

d. 3.12 Instructors qualified to teach in a correctional unit are difficult to recruit and employ.

e. 3.87 In some occupational education labs and shops, there are tools and devices that could be dangerous in the hands of correctional inmates.

f. 1.64 It is a waste of time and taxpayers' money to teach inmates a vocation; they'll probably wind up back in prison again anyway.

g. 2.29 The placement of ex-offenders in jobs in the community is almost impossible; no one wants to employ a former convict.

h. 3.53 The most important aspect for the success of inmates in programs of occupational education is that the faculty and administration must have the "right" attitude.

i. 2.24 The community college should operate so that inmates could be accepted at any time, on any school day during the year.

j. 3.72 Correction inmates are so mobile that they seldom stay in one area long enough to complete a curriculum.

k. 3.25 Every effort should be made to organize the occupational education program into short-unit courses or modules.

l. 3.64 The occupational education program for inmates should be planned for a "mobile" population.

m. 3.18 There is an insufficient number of occupational education instructors who are professionally prepared to teach inmates.

n. 2.18 Inmate education programs cost too much for the limited results attainable.

o. 3.61 Equipment appropriate to the needs of the training program is difficult to obtain from the correction authorities.

p. 3.11 Consumable supplies for inmates are difficult to obtain.

q. 2.31 Regular technical institute and community college students do not want to be in the labs and shops with study release students.

r. 2.51 The total cost for instruction of inmates should be the responsibility of the Department of Community Colleges.

s. 3.37 The task of organizing technical and vocational curriculums into modules for instruction that prepare students for definable jobs is a problem of major proportions.

t. 2.55 At present, there is no sufficient instruction on an individual "self-paced" basis to deal with inmate educational needs.

u. 3.57 Public apathy and even opposition to the integration of ex-offenders into society is a problem requiring top-level administrative action.

v. 2.88 Lack of cooperation between correctional institutions and the community colleges inhibits program effectiveness.

w. 2.50 Inmates generally do not possess the minimum skills necessary for admission into occupational curriculums.

14. Please add any additional comments you may have.

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919 832-7710

Dear Sir:

On March 17 we sent a questionnaire entitled "A Survey of the Vocational Education Opportunities Available to Correctional Inmates" to presidents of all private business and trade schools in North Carolina. This survey is a part of a study we are conducting which is funded by the U. S. Office of Education.

Response to the survey has been gratifying, but so far we have been unable to add your responses to our data. Effective job training for correctional inmates can make the difference in their becoming and remaining productive citizens following release from prison. Therefore we would like to include data on training opportunities that might be made available either through courses offered by your school on site at prison units or to individual inmates who qualify for study-release programs.

The questionnaire was designed so as not to impose unduly on staff time. Please know that we value your contribution to our study and would greatly appreciate your completion of the survey. We are delaying the data analysis for a short time in order to allow for the most complete response possible. Please let us know if you need an additional copy of the questionnaire.

We look forward to hearing from you soon.

Sincerely,

Pamela K. Davison

PKD:lcd

Appendix G

A Survey of Vocational Opportunities Available to Correctional Inmates at Private Technical Schools

- Cover Letter
- Mail-Out Instrument with Results Displayed

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH NORTH CAROLINA 27605
919 832-7717

CONSERVA, Inc., A Raleigh-based research and consulting firm is conducting a study funded by the U.S. Office of Education to assess vocational training opportunities available to inmates of the North Carolina Department of Correction and to determine the transferability of learned skills to both current and projected labor market needs. This project has been endorsed by the Department of Correction, Division of Prisons. The North Carolina study results, when supplied to the U.S. Office of Education, will be generalized to the other states.

Since the most important data relating to this problem in North Carolina are available from the fifty-seven units of the Community College system and those private business/trade schools offering occupational training, we are asking for your assistance in surveying the vocational education opportunities available to correctional inmates both at prison units and on study-release in their communities.

Later this year we are planning to analyze the occupational education needs of correctional institution inmates and then to compare these indicated needs with the matrix of post-secondary occupational offerings in North Carolina. It would be most helpful to us if you would request the person(s) you deem most appropriate to complete the enclosed survey instrument and to return the copy to CONSERVA in the self-addressed envelope within two weeks. We trust that the task will not unduly impose upon the time of your staff, especially during this very busy part of the school year. Every effort was made to conserve the time of the individuals who will be supplying the data. We appreciate your assistance, and we assure you that when the results of the study are known, they will be made available to you.

Very truly yours,

Pamela K. Davison
Project Director

PKD:alps

Form CI-2b
February 1977

CONSERVA, INC.
Raleigh, N. C.

A SURVEY OF THE VOCATIONAL EDUCATION OPPORTUNITIES AVAILABLE TO CORRECTIONAL INMATES

1. Institutional Information

Name of Institution

N = 9 Private Schools

Address

____

____

Name of Person(s) Completing Questionnaire

____

Position(s) or Title(s)

____

Statement of Purpose:

The following survey is designed to elicit information regarding vocational and technical courses and occupational training programs available to correctional inmates. Data are needed concerning specific courses and their characteristics as well as policies and attitudes toward inmate matriculation.

NOTE: Some questions are addressed to courses conducted at correctional units and others refer to programs within the private business/trade schools. Your assistance is vital to the successful completion of this study.

Date: __________

2. Please list vocational courses offered by your school and supply the appropriate responses for each course offered.

Name of School	# Offered this academic year? Yes	No	# Are enrollments usually at capacity? Yes	No	New Courses	Exclude Inmates	Minimum grade level equivalency desired for entrance Read. #	Math	Is course organized into modules* of instruction? Yes #	No #	Would your school be willing to offer this course at a prison unit? Yes	Exp.* Inst.
1. Carolina School of Broadcasing, Inc.	2			✓	0	0	2		2		0	0
2. Durham College	10		10		0	3	10		10		Und.	0
3. Jefferson Jr. College	15			✓	1	0	?			15	15	4
4. King's College (Charlotte)	7		2		1	0	7			7	No Answer	0
5. King's College (Raleigh)	8			✓	0	0	8			8	8	1
6. Lafayette College	11			✓	0	0	11			11	11	0
7. Raleigh School of Data Processing	2		2		0	0	2		2		2	5
8. Salisbury Business College, Inc.	5			✓	0	0	Unanswered		5		0	0
9. Winsalm College	13		2		0	0	13		13		0	7

*Instructors with inmate teaching experience.

*Module: A unit of instruction preparing the student for a definable job.

3. Are you planning to add any new business, technical and/or vocational education courses within the next year?

.22 (mean) Yes

__________ No

__________ Don't know

4. If yes, what are these courses?

____

____

____

5. What guidance and counseling services could be regularly provided to correction inmates on study release who might enroll in business, technical and/or vocational courses? (Check all that apply)

(67%) 6 Aptitude testing

(22%) 2 Interest testing

(78%) 7 Individual vocational counseling/guidance

(22%) 2 Group vocational counseling/guidance

(78%) 7 Personal assistance to adjusting to educational and work requirements

(78%) 7 Placement service

0 0 None

(22%) 2 Others (Please specify) ____________________

____

6. Are enrollments in business, technical and vocational courses restricted on the basis of aptitude test scores?

(22%) 2 Yes, for all programs

(22%) 2 Yes, for some programs

(56%) 5 No

7. What types of job placement services could be regularly provided to inmates on study release who might be enrolled in business, technical and/or vocational courses? (Check all that apply)

(89%) 8	File of job vacancies maintained in your school
(89%) 8	Literature concerning occupational employment opportunities and entry requirements provided
(100%) 9	Referral of inmates to particular employers for job interviews
(67%) 6	Courses offered in job-finding skills
(56%) 5	Registration at state or local employment offices
0 0	No services can be provided
(11%) 1	Others (Please specify) ______

8. Who would or could provide placement services to inmates on study release who might enroll in business, technical and/or vocational education curriculum courses? (Check all that apply)

(100%) 9	Placement officials at your school
(44%) 4	Instructors at your school
(67%) 6	State or local employment office personnel
(56%) 5	Vocational rehabilitation agency personnel
(22%) 2	Case workers or social workers
(22%) 2	Parole officer
(11%) 1	Other (Please specify) ______

9. Give the number of business, technical and vocational education course instructors (full and part-time) who have prior experience in working with inmates and/or ex-offenders.

1.89 (17 total)

10. Please list those courses that exclude inmates and/or ex-offenders as a matter of administrative or institutional policy.

Course name: Comments:

.33 (mean)

11. What is the school policy with respect to acceptance of credits for a similar technical and/or vocational education course from other business or technical schools?

(44%) 4 Credits are routinely accepted

(33%) 3 Acceptance of credits determined on an individual basis

(22%) 2 No transfer credit accepted

0 0 Other (Please describe)

12. Could your school regularly follow up study/release ex-offenders who might complete business, technical and/or vocational education courses?

(78%) 7 Yes, for all courses

0 0 Yes, for some courses

(22%) 2 No

13. FOLLOWING are statements pertaining to a private business/trade school providing occupational education for correction inmates, either on-site in the correction unit or on campus. Please indicate the extent of your agreement or disagreement. Use the following code:

1 = Strongly disagree
2 = Disagree
3 = No opinion
4 = Agree
5 = Strongly agree

Means

a. 1.55 Correctional institution students and regular students should not be associated in the same shop, lab, or classroom.

b. 2.44 Parents object strongly to mixed instructional groups of their children and inmates of correctional institutions.

c. 2.33 Instructors are reluctant to teach within a correctional unit.

d. 2.33 Instructors qualified to teach in a correctional unit are difficult to recruit and employ.

e. 3.33 In some occupational education labs and shops, there are tools and devices that could be dangerous in the hands of correctional inmates.

f. 1.44 It is a waste of time and taxpayers' money to teach inmates a vocation; they'll probably wind up back in prison again anyway.

g. 2.11 The placement of ex-offenders in jobs in the community is almost impossible; no one wants to employ a former convict.

h. 4.11 The most important aspect for the success of inmates in programs of occupational education is that the faculty and administration must have the "right" attitude.

i. 2.66 The business/trade school should operate so that inmates could be accepted at any time, on any school day during the year.

j. 2.44 Correction inmates are so mobile that they seldom stay in one area long enough to complete a curriculum.

k. 3.62 Every effort should be made to organize the occupational education program into short-unit courses or modules.

l. 2.66 The occupational education program for inmates should be planned for a "mobile" population.

m. 2.77 There is an insufficient number of occupational education instructors who are professionally prepared to teach inmates.

n. 2.00 Inmate education programs cost too much for the limited results attainable.

o. 3.33 Equipment and supplies for inmate training programs should be subsidized by public funds.

p. 2.22 Regular technical institute and business/trade school students do not want to be in the labs and shops with study release students.

q. 3.00 The total cost for instruction of inmates should be the responsibility of the Department of Correction.

r. 3.55 The task of organizing technical and vocational courses into modules for instruction that prepare students for definable jobs is a problem of major proportions.

s. 3.44 At present, there is not sufficient instruction on an individual "self-paced" basis to deal with inmate educational needs.

t. 3.44 Public apathy and even opposition to the integration of ex-offenders into society is a problem requiring top-level administrative action.

u. 3.22 Lack of cooperation between correctional institutions and the business/trade schools inhibits program effectiveness.

v. 2.66 Inmates generally do not possess the minimum skills necessary for admission into business/trade school courses.

14. Please add any additional comments you may have.

Thank you for your help!

Appendix H

On-Site Vocational Program Information

- Guide for Interview with Correction Vocational Program Instructors with Results Displayed
- Correction Program Personnel Interview Guide with Results Displayed

Form CI-1A
November 1976

CONSERVA, Inc.

Raleigh, N. C.

A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities

Name of Instructor ______ N = 62 ______

Name of Correctional Facility ____________

Name of Sponsoring Institution/Agency ____________

Name and Title of Supervisor ____________

Statement of Purpose:

This survey instrument is designed to elicit information regarding the variety and nature of vocational training programs available to inmates of the N.C. Department of Correction. The results of this and other surveys in the project will enable us to make policy recommendations which will benefit correction program operations in the future.

Comments to Respondent

The information you provide in this three part interview will remain confidential. Your name, the institution you represent and the correctional facility you serve will not be specifically identified. Please make every effort to answer each question and make any additional comments you feel would be beneficial to the study.

Date of Interview ____________ Signature of Interviewer ____________

FORM CI-1A
November 1976

VOCATIONAL PROGRAM INFORMATION (for each instructor)

DON'T KNOW		YES	NO	
42%	1.	42%	16%	Is there a Citizens Vocational/Occupational Advisory Committee serving the CC/TI?

(if "Yes")

DON'T KNOW		YES	NO	
	2.			Does the Committee provide input in
63%		23%	0	assessment of training needs?
63%		16%	6%	design of curriculum content?
66%		13%	6%	evaluation of curriculum content and currency?
61%		18%	6%	evaluation of facilities (space and layout)?
63%		19%	3%	evaluation of outcome of programs?

3. What is the make up (voc/occup. area) of the Committee?

College Personnel - 10%
Area Business and Industry Executives - 5%
Tradespeople - 10%
Other - 5%
Don't Know - 63%

DON'T KNOW		YES	NO	
48%	4.	29%	23%	Was an area manpower needs assessment used in determining what courses would be offered at this unit?

DON'T KNOW		YES	NO	
16%	5.	71%	13%	Are inmates' interests considered in determining course offerings?

DON'T KNOW		YES	NO	
8%	6.	48%	44%	Are instructors involved in determining course offerings?

7. How else are decisions made on course offerings? Please explain.
Prison Officials & CC/TI Officials together - 13%
Inmates & Trades Instructors - 2%
Prison Officials & Inmates - 2%
Counselors - 2%
Inmates' Interests - 2%
Feedback From Students - 2%
Availability of Equipment & Instructors - 2%
Don't Know - 39%

Form CI-1A
November 1976

YES NO

8. 37% 63% Do you use the test scores of inmates when planning your vocational course content? (Check all that apply)

30% a. Aptitude test

43% b. I.Q. Test

48% c. Achievement test

26% d. Interest test

74% e. Other (specify) ____________________

____

____

9. How are the above scores used?

(Ask the interviewee to elaborate on the following YES/NO questions)

YES NO

10. 97% 3% Do you have access to Community College/Technical Institute resources (e.g. library, curriculum planning materials, staff assistance) in planning your vocational offerings?

YES NO

11. 69% 29% Do administrative and security requirements take priority over training at the unit?

No Response: 2%

YES NO

12. 39% 58% Is it a problem to obtain financial support for adequate facilities?

No Response: 3%

YES NO

13. 34% 63% Is it a problem to obtain financial support for adequate equipment, materials and supplies?
No Response: 3%

YES NO

14. 26% 73% Is it a problem to obtain adequate salary support?
No Response: 2%

YES NO

15. 56% 44% Does the mobility of the inmate population make planning of programs very difficult?

YES NO

16. 87% 5% Are inmates interested in acquiring vocational skills?
No Response: 8%

YES NO

17. 11% 87% Is discipline in the class, lab, or shop a problem? (circle)
No Response: 2%

YES NO

18. 79% 18% Is vocational counseling available to inmates?
No Response: 3%

YES NO

19. 52% 37% Are job placement services available to inmates in vocational programs?

No Response: 11%

YES NO

20. 98% 2% Are vocational education programs worthwhile for inmates?

21. Compare the quality of onsite training to that received by study release inmates taking vocational courses.

16% Superior Comment: ______________________

56% Comparable ______________________

8% Inferior ______________________

19% Don't know ______________________

22. What suggestions do you have for the maintenance and further improvement of the program of vocational education for correctional institution inmates, and their placement in jobs upon release?

Form CI-1A
November 1976

DATA ON INSTRUCTOR (for each instructor)

23. 97% Male

3% Female

24. 10% Black Indian 2%

89% White Other 0

25. a. 76% Do you have full time employment status or

b. 24% Part time employment status?

26. Mean: 13 What was the highest grade you completed (1-12)? Less than HS
Range: 8-18 6 - Less than HS Diploma: 10%
4 - GED & 6% with only GED

27. Post-Secondary Education:

	Attended	How Long? (months)	Graduated (yes - no)	Recognition of Completion (Diploma Certificate etc.)
a. University or 4-year college			16%	
b. Community College			13%	
c. Technical Institute			11%	
d. Business School			2%	
e. Apprenticeship training prog.			5%	
f. Other Post-High School prog.			39%	

(Specify) ____________________

28. In which program(s) or curriculum(s) were you enrolled?

____

____

29. What was your most recent inservice training experience? 42 = 68%

Frequently 2 to 3 years in the past (sometimes 1962, 69 & 71)

30. What valid vocational teaching certificate(s) do you currently hold?

27%

31. What valid occupational license(s) do you currently hold?

34%

32 Have you had any formal training in working with special populations? 42% Yes 58% No

If yes, please explain:

33. Please comment on any prior correctional teaching experience you have had.

	Yes	No	
34.	55%	10%	Are you reimbursed at the same salary level as instructors who teach at the sponsoring institution?
Don't Know		35%	If no, please explain? 8% Lower, 2% Higher

	YES	No	
35.	5%	94%	Are you a correction inmate?

No Response: 2%

	Yes	No	
36.	6%	92%	Have you ever been a correction inmate?

No Response: 2%

Form CI-1A
November 1976

WORK EXPERIENCE

37.

	Occupation(s) Beginning with the most recent.	Number of Years	Related to Vocational Courses Taught? YES	NO
a.			90%	
b.				
c.				
d.				
e.				

38. Where does your direct supervision come from? (Check all that apply) 7/11% not CC/TI Paid

65% a. CC or TI President or Dean

10% b. DOC Unit Superintendent

19% c. DOC Unit Program Spvr./Dir.

d. Other (Specify) 34%

39. Vocational Courses Taught in last Three Years	Mean # of Courses Taught						% With Outside Experience				
(DIFFERENT TITLES)					Currently	Periodically	At Prison Facility	At CC or TI	Elsewhere	(specify) 1.	Any Type 2.
1.	2.23				1.43			32%	22%		43.5
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Form CI-1A
November 1976

(Interviewer should observe a class in progress wherever possible)

N = 62

Course Specific Information (for each course)

Instructor: ____________________ Correctional Facility ________

Course Title: ____________________ Educational Unit Represented ______

Class Site: ____

DON'T KNOW	40.	YES	NO	Do inmates differ from CC/TI students in terms of	HOW?
5%		56%	39%	academic ability?	____________
5%		53%	42%	achievement level?	____________
3%		58%	48%	motivation/interest?	____________
6%		52%	42%	social adjustment/behavior?	____________
2%		16%	0	other (Specify)	____________

41. Does the content of this course correspond to one with a similar title at the CC/TI (or other provider institution)

26%	perfectly?
57%	closely?
3%	somewhat?
7%	not at all?
4%	don't know

42. What is the duration of this course?

11.6	Weeks
2.51	Quarter(s)
____	Specify other duration Indefinite: 6

6 mos.: 2   1 sem.: 1
9 mos.: 1   80 hrs.: 1
4 mos.: 2
1 year: 2

43. How many hours per week are spent in

3.65 Individualized instruction (one to one)?

5.73 Classroom (Theory)?

16.30 Shop or Lab (Practice)?

1.74 Evaluation?

27.42 > TOTAL

44. Who selected the inmates for enrollment in this course?

29% you, the instructor

42% the correction program staff

5% the unit superintendent

35% the classification committee

35% Other (specify) ____________________

____

____

____ All of the above

2% Don't Know

45. Mean 1.37 How many inmates in this course are on a MAP contract?
Range: 0-19 ; Don't Know 19%

46. Mean 1.02 How many inmates are on a "classification" contract?
Range: 0-14 ; Don't Know 34%

47. 14.52 What was the enrollment at the beginning of the course

No Response 11% (this quarter)?

48. 13.59 What is the current enrollment?

49. 13.23 What is the average daily attendance?

50. What is the capacity enrollment for this course using the present

16.16 classroom? Range: 4-36

16.56 shop or lab? Range: 4-36

51. 4.13 How many consecutive class meetings may an inmate miss before

Don't Drop: 6% being dropped from the rolls?

olicy unknown 15% Range: 0-5
or unclear

52. Yes 28% No 69% Are there minimum entry requirements for this course?

Don't Know 3% (If "yes" ask questions 53-57, mark N/A if not required)

No Minimum 77% 53. 6.42 What is the minimum grade level equivalency for reading?
8% Don't Know

No Minimum 80% 54. 6.12 What is it for math?
8% Don't Know

No Minimum 84% 55. 85.6 What is the minimum I.Q. score?
8% Don't Know

Yes: 3% 56. No: 88% Is there a minimum aptitude score required?
9% Don't Know

57. ______ What other requirements are there for admission to this course?

Specify?

58. What are the requirements for completion? (Check all that apply)

86% Required hours attendance

72% Satisfactory score on final (paper and pencil) test

92% Demonstration of required skill proficiency

72% Combination of requirements listed above

5% No requirements for completion

13% Other (Specify) ____________________

59. How long are inmates allowed to stay in the course?

31% Only number of hours required for completion

22% As long as necessary to gain skill proficiency

36% No time limitation

16% Other

Form CI-1A
November 1976

60. How are inmates evaluated? (check all that apply)

42% Diagnostic ratings of skill areas
95% Observation of progress and/or performance
70% Paper and pencil tests
52% Non-paper and pencil tests
11% Other (Specify) ______________________

61. What recognition of successful completion does the inmate receive?

95% Diploma or certificate from sponsoring institution
3% Certificate from DOC
5% High school or GED credit
8% Eligibility to take test for license or certificate
19% Apprenticeship certificate or credit
8% Other recognition (Specify) ______________________
2% No recognition given

62. Is this course primarily for development of specific job skills or to prepare inmates by job readiness activities such as job hunting skills, filling out application blanks, etc.?

81% Job skills development
5% Job readiness
11% Both of above
13% Other (Specify) ______________________

63. For what related occupations does this course provide training?

____

____

____

____

64. What advantages do you feel that inmates see in taking this course? (check all that apply)

89% Training for post-release job
58% Consideration for parole/early release
73% Constructive way to spend time
13% Other (Specify)__________________________

65. Are credits transferable to other programs and institutions

35% Credits routinely transferred
18% Credits transferred on an individual basis
15% Credits not transferable
11% No credit given
Don't Know 12% Not applicable 8%

66. Does the opportunity for apprenticeship training exist for this course?

42% Yes
33% No
25% Not applicable

67. What is the accreditation status of this course?

55% Fully accredited
6% Accreditation pending
17% Not accredited
5% Not applicable
17% Don't know

68. Did an occupational advisory committee have input into this particular course?

24% Yes

31% No

45% Don't know

69. Is discipline a problem in the successful operation of this course?

15% Yes

85% No

Please explain

____

____

70. Do correctional personnel monitor classroom activity?

30% Frequently

39% Occasionally

16% Seldom

15% Never

71. Is this course generally of the same quality as similar courses offered in the Community College/Technical Institute?

85% Yes

12% No
3% Don't know
Please explain

____

____

(Some of the following questions may be answered by the interviewer based on observation and conversation. Write N/A if appropriate)

Other Answers		Yes	No	
0	72.	67%	33%	Are programmed instruction materials used in this course?
0	73.	75%	25%	Are visual aids used?
1%	74.	70%	28%	Are formal lesson plans or activity schedules used?
				Is there a sufficient number of
10%	75.	70%	19%	text books?
30%	76.	55%	15%	shop manuals?
30%	77.	58%	12%	work books?
1%	78.	75%	24%	supplies and materials?
1%	79.	84%	15%	Is the equipment of modern design?
0	80.	85%	15%	Is there sufficient equipment to accommodate the class at current enrollment?
0	81.	88%	12%	Is the equipment available for instruction at all times?
0	82.	93%	7%	Is the equipment in good repair?

With respect to physical conditions of the shop or lab area:

		Yes	No	
1%	83.	49%	49%	Is space adequate?
0	84.	85%	15%	Is lighting sufficient?
1%	85.	80%	18%	Is the noise level acceptable?
4%	86.	60%	36%	Is there proper ventilation?
3%	87.	78%	19%	Are OSHA safety standards known?
7%	88.	69%	24%	Are OSHA safety standards enforced?
9%	89.	22%	69%	Is there an alarm system for emergency use?

Form CI - 1B
November 1976

CONSERVA, Inc.
Raleigh, N. C.

A Guide for Conducting Interviews with Program Personnel
Department of Correction

Name of Unit and/or Area N = 18

Field Units, Institutions, Youth Complex

Name of Person Interviewed ____________

Title of Person Interviewed ____________

Name(s) of Institution(s) or Agency(ies) Providing Vocational Instruction

____

____

____

____

Statement of Purpose:

This survey instrument is designed to elicit information regarding the variety and nature of vocational training programs available to inmates of the N. C. Department of Correction. The results of this and other surveys in the project will enable us to make policy recommendations which will benefit correction program operations in the future.

Instructions to Interviewer:

The information you provide in this three part interview will remain confidential. Your name, and the correctional facility you serve will not be specifically identified. Please make every effort to answer each question and make any additional comments you feel would be beneficial to this study.

Date ____________ Signature ____________

A = Area Directors
U = Unit Program Supervisors

A & U 1. What screening devices are used in the enrollment of inmates in vocational education programs? (Check all that apply)

61% a. I.Q. Test
28% b. Aptitude Test
50% c. Achievement Test
44% d. Personality Test
61% e. Interest Survey
39% f. Criminal Record
56% g. Custody Grade
_____ h. None Used
50% i. Other (Specify) ____________

A & U 2. How are inmates assigned to participate in programs? (Check all that apply)

56% a. Based on screening devices (#1 above)
11% b. Area administrator's decision
22% c. Unit superintendent's decision
33% d. Course instructor's decision
67% e. Classification Committee decision
33% f. Counselor's referral
44% g. Other (Specify) ____________

A & U 3. Are there administrative or institutional policies or constraints that restrict enrollment of inmates into vocational programs? Of the following, check all that apply

39% Age
33% Security level
50% Length of sentence
11% Offense for which incarcerated
39% Meeting screening requirements (e.g. minimum test score/results)

3. (continued)

22% No restrictions on enrollment

17% Other (Specify) ____________________

A & U 4. In vocational program development, which of the following are utilized? (Check all that apply)

67% a. Inmate needs assessment

61% b. Consideration of projected labor market needs

6% c. Citizen advisory committees

72% d. Consultation with staff members of Community Colleges/ Technical Institutes

33% e. Discussions with Department of Correction, Education Division personnel

56% f. Community College/Technical Institute resources such as library, curriculum materials, etc.

_____ g. None used

28% h. Other (Specify) ____________________

A & U 5. Would you characterize the cooperation/support received by your area unit from the local Community College(s)/ Technical Institute(s) or other provider of vocational instruction as being (include name(s) of provider(s) of vocational instruction)

Frequency	%	
19 Very good	73% Very good	_____ Very good
3 Adequate, or	12% Adequate, or	_____ Adequate, or
4 In need of improvement?	15% In need of improvement?	_____ In need of improvement?

5. (continued)

____________	____________	____________
_____ Very good	_____ Very good	_____ Very good
_____ Adequate, or	_____ Adequate, or	_____ Adequate, or
_____ In need of improvement?	_____ In need of improvement?	_____ In need of improvement?

6. Overall, would you rate the quality of onsite vocational instruction as

11% excellent

67% good

17% fair

_____ poor

6% no response

7. How old are the facilities for vocational instruction? (use months & years)

Mean

10.81 classrooms range: 6 mos.-40 yrs.

9.82 shops/labs range: 6 mos.-45 yrs.

8. Do the facilities presently available:

NO RESPONSE	YES	NO	
6%	78%	17%	limit the types of programs which may be offered?
6%	33%	61%	facilitate a variety of program offerings?
17%	39%	44%	enhance the quality of program offerings?
17%	67%	17%	enable inmate needs to be met?

Some questions were unanswered.

9. Would you say that

50% all

28% most

22% some

0 or none of the machinery/equipment used is of current design?

10. What about the state of repair of the machinery/equipment? Would you say that

39% all
61% most
0 some
0 or none of the equipment/machinery is in good repair?

11. Does the equipment/machinery used in the training correspond to that currently used in the trade?

94% Yes
6% No
0 Don't know

A & U 12. On a scale of one to five, one being high and five being low, how would you rank as a goal of your vocational training programs:

Range		Mean	
1-3	a.	1.77	the development of specific job skills?
1-5	b.	2.58	the placement of inmates in jobs upon release/parole?
1-5	c.	2.67	the placement of inmates in work release jobs?
1-4	d.	1.80	the development of inmates desirable work habits?
1-5	e.	2.88	the provision of constructive inmate activities?
1-5	f.	2.78	the development of job hunting skills (e.g. completion applications, preparing resumes, being interview)?
1-5	g.	2.41	the development of inmate's social and personal skills?
1-2	h.	1.16	Other (Specify) ______

A & U 13. Has it been necessary to cancel any vocational education programs within the last year?

67% NO Explain ______
28% YES ______
Mean: .32 How many?
6% 1 did not respond

A only 14. At what units have programs been cancelled?

See #17

A & U 15. Has it been necessary to limit any vocational education programs within the last year?

56% No Explain

22% Yes

6% How many?

17% Did not respond

A & U 16. At what units have programs been limited?

#16 & #17

Unit	Program
NC Correctional Center for Women	Cosmetology, Computer Science, Secretarial Science
Western	Cake Decoration
Unknown	Woodworking, Metal Working, Tool Technology, Auto Mechanics, Food Service

A & U 17. What programs have been limited?

A & U 18. Were programs cancelled or limited due to: (Check all that apply)

33% Insufficient funds ?

17% Qualified instructional staff not available ?

6% Competition from other prison activities (road work quota, prison industries, etc.) ?

0 Lack of inmate interest ?

11% Loss of students through transfers to other units, disciplinary action, parole or release, etc. ?

22% Other (Specify) -

17% Did not respond.

A & U 19. On a scale of one to five (one being high) how would you rank vocational programs as a priority of your area unit ?

1.97

A & U 20. Do candidates have to be in a specific custody level to participate in on site vocational programs?

67% No

28% Yes

6% Explain

_____ No Response

A & U 21. Do inmates receive special consideration for custody level promotions and/or unit privileges upon successful participation in vocational programs ?

22% No

78% Yes

_____ Explain

A & U 22. Do inmates receive gain time for participation in vocational programs?

0 No

100% Yes

_____ Explain

A & U 23. Do vocational program schedules conflict with prison enterprise schedules?

78% No

6% Yes

_____ Explain

17% No Response

A &U 24. Which of the following contacts are there with outside businesses or industries?

28% Periodic visits or tours of the unit(s) by business/industry personnel?

28% Tours of business/industry sites by inmates?

24. (continued)

39% Job "fairs" or other meetings with prospective employers?

44% Contacts with community businessmen through activities such as the National Alliance of Businessmen, Jaycees, etc.?

22% Other (Specify) ____________________

11% No Response ____________________

___ None

25. Are job placement services provided by pre-release center or halfway house?

44% No

44% Yes

___ Explain

11% No Response

The following questions pertain to job placement services which may be provided to inmates. (Check if yes and indicate who from the list of suppliers below.)

YES	WHO	
33%	___	26. Are files of job vacancies maintained in the unit(s)?
28%	___	27. Is literature available at the unit(s) for inmates concerning employment opportunities and entry requirements?
72%	___	28. Are inmates referred to potential employers for job interviews?
39%	___	29. Are courses offered in job finding skills?
33%	___	30. Are inmates assisted in registering at state or local employment offices?
28%		31 Are other services provided?
	___	____________________
	___	____________________
	___	____________________
	___	____________________

(Use following list of suppliers of placement services. Fill in blanks with appropriate letter(s).)

33% A. Program officials at the unit

6% B. Correctional officers at the unit

50% C. Instructors from DCC

6% D. Instructors from DOC

22% E. State or local employment office personnel (ESC)

56% F. The inmates' assigned counselor(s)

61% G. Vocational rehabilitation agency personnel

0 H. Case workers or social workers

17% I. Parole officer

0 J. Community volunteers

22% K. Other (Specify) ____________________

____

____

Conserva, Inc.

[illegible] • [illegible] • [illegible]

Dear Program Director:

The following information is needed in order to complete the assessment of vocational programs in prison facilities. Please return this form to CONSERVA, Inc. within one week of the interview date. Your cooperation in supplying this office with additional data is greatly appreciated.

Date of Interview ______________ Signature ______________________

Pamela Davison
Project Director

VOCATIONAL PROGRAM DATA

Area ____________ Emergency - 13,142 '76-'77 Average

Unit ____________ *Capacity 10,980 (optimum) Population 14,514

1. Average number of inmates per instructor 14.33
2. Total number of inmates enrolled in on-site vocational courses at the beginning of this quarter 1569
3. Total number of inmates who successfully completed on-site vocational courses this quarter 826
4. Total number of different inmates who participated in on-site vocational courses during this quarter 1602
5. Total number of different inmates who participated in on-site vocational courses September 75 through August 76 4669
6. Total number of inmates who successfully completed on-site vocational programs 1975-76 3052
7. Total number of inmates currently enrolled in on-site vocational programs 1360
8. The total number of inmates who completed on-site vocational programs in 1975-76 who have been employed in Work Release jobs that are related to their vocational training 108
9. Total number of inmates who completed on-site vocational programs in 1975-76 who are currently enrolled in related Study Release programs 14

Information obtained from Division of Prisons 6-8-77

10. Total number of inmates who participated in a vocational program while on Study Release at Community Colleges or Technical Institutes during September 1975 - August 1976 240

11. Total number of inmates who participated in a vocational program while on Study Release at other educational institution during September 1975-August 1976 22

12. Total number of inmates on Study Release in vocational programs this quarter 77

UNIT	COURSE TITLE	NUMBER OF INMATES ENROLLED	PROVIDER OF INSTRUCTION (CC/TI, Etc.)

SIGNATURE OF COMPLETOR ________________________ DATE __________

Appendix I

Assessment of Vocational Training Opportunities in Prison Enterprises

- Interview Guide with Results Displayed

Form CI-3
October 1976

CONSERVA, INC.
Raleigh, N. C.

AN INTERVIEW GUIDE FOR USE BY CONSULTANTS IN ASSESSING PRISON ENTERPRISES

NAME OF INSTITUTION OR SITE N= 19

TYPE OF INDUSTRY ____________________

NAME OF INTERVIEWER ____________________

NAME(S) & TITLES OR
POSITIONS OF PERSON(S)
INTERVIEWED ____________________

____

____

____

____

STATEMENT OF PURPOSE

To assess the opportunities for acquisition and upgrading of work skills provided by employment in prison enterprises; analyze the transferability of skills to civilian jobs; compare production technology of prison jobs to that of comparable civilian jobs in terms of methods, standards, quality control and equipment.

Date ________

PART I.

To be completed during the site visit.

ENTERPRISE PERSONNEL INTERVIEW

1. Year enterprise was established Range: 1925-1976

2. Most recent modernization of major equipment and/or machinery valued at more than $500.00.

Equipment/Machinery	Date
____	Range: 1970-1976
____	____
____	____
____	____
____	____

3. How many workers are required for efficient (ideal) enterprise operation? ____

4. How many workers are currently utilized? 905 observed

5. The enterprise is usually: (check one)
   - adequately staffed with workers 63%
   - overstaffed with workers 0
   - understaffed with workers 37%

6. Enterprise in operation 8 hours per day, 5 days per week.*except:*
   - *The Farm . . . . . . 8 " " " 7 " " "*
   - *The Cannery . . . . 12 " " " 6 " " " for 6 mos.*

~~List-of-Job-Titles~~ ENTERPRISE	# of Jobs for which ~~Are~~ Previously Acquired Skills are Needed?		# of Jobs for which ~~Is~~ O-J-T is Provided?		# of Jobs for which ~~Are~~ Skills are Transferable To a Broad Range of Outside Jobs?		# of Jobs for which ~~Are~~ Skills are Transferable to Only a Limited No. of Outside Jobs?		# of Jobs for which ~~Are~~ are Skills Obsolete for Outside Jobs?		# of Job Types
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
A. SERVICES											
Laundry (Sampson Co.	1		10		0		10		0		10
Office Machine Repair (Polk Y.C.)	0		2		2		0		0		2
Total	1		12		2		10		0		12
B. MANUFACTURING											
Duplicating (Triangle)	0		15		15		0		0		15
Furniture Plant (Iredell)	0		9		9		0		0		9
Metal Products Plant (Blanch)	7		17		8		9		0		17
Metal Tag Plant (Central)	5		13		7		6		0		13
Paint Shop (Triangle)	0		13		8		5		0		13
Print Plant (Central)	26		28		11		17		0		28
Sewing Plant (NCCCW)	1		18		1		17		0		18
Sign Plant (Central)	18		22		17		5		0		22

Please list any additional jobs that you find at the Enterprise if you feel them to be above the "unskilled" level.

L~~ist of Job Titles~~ ENTERPRISE	# of Jobs for Which ~~Are~~ Previously Acquired Skills are Needed?		# of Jobs for which ~~Is~~ O-J-T is Provided?		# of Jobs for which ~~Are~~ Skills are Transferable To a Broad Range of Outside Jobs?		# of Jobs for which ~~Are~~ Skills are Transferable to Only a Limited No. of Outside Jobs?		# of Jobs for which ~~Are~~ Skills are Obsolete for Outside Jobs?		# of Job Types
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
Soap Plant (Harnet Co)	0		12		5		7		0		12
Tailoring (Moore Co)	7		13		9		5		0		14
Upholstery Plant (Iredell)	1		4		4		0		0		4
Woodworking (Polk YC)	0		5		5		0		0		5
Total	65		169		99		71		0		170
C. CONSTRUCTION											
Construction Site (Mecklenburg II)	9		13		13		0		0		13
D. AGRIBUSINESS											
Cannery (Caledonia)	1		17		0		17		0		17
Central Stores (Triangle)	2		4		4		0		0		4
Farm (Caledonia)	9		20		8		10		2		20
Meat Processing (Dunn)	0		7		0		7		0		7
Total	12		48		12		34		2		48
Total for All Categories	87		242		126		115		2		243

Please list any additional jobs that you find at the Enterprise if you feel them to be above the "unskilled" level.

8.

Please list the machinery and/or major equipment used in this Prison Enterprise. Include only equipment and machinery valued at more than $500.00

~~Machinery and/ or Equipment~~ *ENTERPRISE*	Same Machinery/Equipment in Similar Outside Industries?		Comparable Machinery/ Equipment Used in a Variety of Outside Industry?		Machinery/Equipment Outdated or Obsolete?		Is Machinery/Equipment in Good Repair?		*# of machines*
	YES	~~NO~~ %	YES	~~NO~~ %	YES	% ~~NO~~	YES	% ~~NO~~	
Cannery	39	89%	3	7%	5	11%	44	100%	44
Central Stores	2	100	2	100	2	100	2	100	2
Construction	12	100	12	100	0	0	12	100	12
Duplicating	23	100	23	100	0	0	23	100	23
Farm	76	100	34	45	0	0	76	100	76
Furniture Plant	7	100	7	100	0	0	7	100	7
Laundry	27	100	27	100	0	0	27	100	27
Meat Processing	9	100	9	100	0	0	9	100	9
Metal Products	15	94	not answered		1 of 2	6	15	94	16
Metal Tag Plant	12	100	12	100	0	0	12	100	12
Office Machine Repair	0	--	0	--	0	0	0	--	0

8.

Please list the machinery and/or major equipment used in this Prison Enterprise.
Include only equipment and machinery valued at more than $500.00

~~Machinery and/or Equipment~~	Same Machinery/Equipment in Similar Outside Industries?		Comparable Machinery/Equipment Used in a Variety of Outside Industry?		Machinery/Equipment Outdated or Obsolete?		Is Machinery/Equipment in Good Repair?		# of machines
ENTERPRISE	YES	~~NO~~ %	YES	~~NO~~ %	YES	~~NO~~ %	YES	~~NO~~ %	
Paint Shop	6	100%	1	17%	0	0%	6	100%	6
Print Shop	47	"	1	2	0	0	47	100	47
Sewing Plant	12	"	12	100	0	0	12	100	12
Sign Plant	7	"	7	100	0	0	7	100	7
Soap Plant	14	"	14	100	0	0	14	100	14
Tailoring	11	"	11	100	11	100	0	0	11
Upholstery Plant	0	"	0	-	0	0	0	-	0
Woodworking	14	"	14	100	0	0	14	100	14
TOTALS	333	98%	189	56%	19	6%	327	96%	339

9. When not being used for enterprise production, the facility could be used to provide:

	with no modification	with slight modification	with major modification	not possible
a. Skill training for additional inmates	94%	--	--	6%
b. Skill training for a broader range of jobs	53%	12%	--	35%
c. Skill training for higher level jobs	53%	12%	6%	29%
d. Skill training for definable jobs (i.e. DOT)	76%	6%	12%	6%
e. Other uses (Specify)				

10. The following list pertains to the degree to which the operation and production technology of prison enterprises matches that of similar civilian enterprises/industries.

	compares favorably	compares poorly	not comparable
a. Production methods	100%	--	--
b. Production standards	100%	--	--
c. Product quality control methods	100%	--	--
d. Materials handling	95%	5%	--
e. Plant layout	100%	--	--
f. Work environment (heating, ventilation, lighting, etc.)	95%	5%	--
g. Safety practices and procedures	100%	--	--

PART II.

To be completed following the site visit.

REPORT OF THE INTERVIEW

1. How do the following factors/situations facilitate or inhibit the accomplishment of the objectives of acquisition, upgrading and transferability of skills.

   a. Scope of individual job duties and responsibilities

   b. Rotation of work assignments

   c. Work space (crowding)

d. Specialized nature of the equipment/machinery

e. Condition/currency of the equipment/machinery

f. Quality of job supervision

g. Quality of instruction

2. Assess the overall potential of the enterprise as a vocational education training facility/activity.

(Use additional pages if necessary)

3. What recommendations would you make for improved utilization of the enterprise for preparing inmates for productive civilian employment Please be specific in your recommendations.

(Use additional pages if necessary)

Appendix J

Survey of Employers of Work Release Inmates

- Cover Letter
- Mail-Out Instrument with Results Displayed

Conserva, Inc.

SUITE 110-112 • 401 OBERLIN ROAD • RALEIGH, NORTH CAROLINA 27605
919 833-7717

CONSERVA, Inc., a Raleigh based research and consulting firm is conducting a study funded by the U.S. Office of Education to assess vocational training opportunities available to inmates of the North Carolina Department of Correction and to determine the transferability of learned skills to both current and projected labor market needs. This project has been endorsed by the Department of Correction, Division of Prisons.

As an employer of inmates on the Work Release Program you are a source of information vital to the success of this project. The name and address of your firm were supplied to us by Mrs. Alyce Poole, Work Release Accounting Administrator.

Enclosed is a survey instrument prepared by CONSERVA, Inc. to obtain information regarding inmate job performance. The data supplied this office will be compared with an analysis of vocational programs available to inmates and labor market projections in order to develop policy recommendations for future vocational program development. This instrument was reviewed by several work release employers in the Raleigh area. Based on their suggestions, modifications were made to insure that you would not be greatly inconvenienced by the time or effort required to supply the data. It is estimated that the questionnaire can be completed in less than fifteen minutes.

Please request the appropriate person(s) at your company to compile this information and return within two weeks of the above date. A stamped, self addressed envelope is enclosed for your convenience.

Each question is important to the overall survey and any additional comments you wish to make will be welcomed. Your comments and suggestions will remain anonymous.

If you have any questions regarding the nature and/or scope of this project please feel free to contact me.

Sincerely,

Pamela Davison
Project Director

PD:rw

Form CI-5
January 1977

SURVEY OF EMPLOYERS OF WORK RELEASE INMATES N = 76

1. How long has your company employed work release inmates? Years 4.3 yrs. (mean)

2. At present, how many work release inmates are employed? # 2.85 (mean)

3. At present, how many former work release inmates are still employed? # 2.14 (mean)

4. In 1976, what was the total number of inmates employed? Male 73% Female 27%

5a Please list in column "a" the jobs for which inmates are hired.

b Indicate in column "b" the number of inmates working at each job.

c Check (✓) column "c" if on-the-job training is routinely provided.

a.	b.#	c.	a.	b.#	c.	a.	b.#	c.
		(✓)	55 jobs		( )			( )
		( )	provide		( )			( )
		( )	OJT		( )			( )
		( )			( )			( )
		( )			( )			( )

(If more space is needed, please use the reverse side.)

	YES	NO	
6.	57%	43%	Have any work release inmates risen above entry level jobs? Approximately how many? ______
7.	96%	4%	Does your company pay the total salary of all work release inmates? If NO, identify other source(s) ______
8.			When working with inmates have you encountered:
	18%	82%	any job related problems? (Comment) ______
	27%	73%	any behavioral problems? (Comment) ______

9. From this list of Occupational Categories and Examples of Jobs, please rank the three categories in which you employ the 1st, 2nd, and 3rd largest number of work release inmates.

	Occupational Categories	Examples of Jobs
*29%	Industrial Production	Furniture upholsterer, machinist, printer
3	Office Occupations	Clerical worker, computer worker, bookkeeper
24	Service Occupations	Janitor, food processor & server, barber
1	Education	Teacher, teacher aide, librarian, and assistant
1	Sales Occupations	Salesperson, gas station attendant, model
24	Construction	Carpenter, painter, plumber, sheet-metal worker
3	Transportation Activities	Ticket agent, railroad conductor, truck driver
0	Scientific & Technical	Forester, draftsman, surveyor
9	Mechanics & Repair	Appliance, automobile body, or engine repairer
2	Health Occupations	Dental assistant, nurse aide, orderly
1	Social Service	Counselor, minister, recreation worker
0	Art, Design & Communications	Performer, reporter, designer
1	Agricultural/Farming	Feedlot manager, feed mill supervisor
0	Professional	Doctor, lawyer, dentist, administrator
	Other (specify) ______	

*Responses reflect total utilization of work release inmates by response category.

10. In the appropriate column(s) below, please rate the importance to your company of the Hiring Requirements (a-h) and the Job Requirements (i-p) for the occupational category(ies) you selected in question #9. Circle Ⓗigh, Ⓜedium, Ⓛow, or Ⓝo importance.

TOP 10

Rank	Mean		Largest Occupational Category				2nd Largest Occupational Category				3rd Largest Occupational Category			
		I. Inmate Hiring Requirements	4	3	2	1								
7	(2.46)	a. Work experience before prison	H	M	L	N	H	M	L	N	H	M	L	N
		b. Prison enterprise work experience	H	M	L	N	H	M	L	N	H	M	L	N
		c. Vocational training received in prison	H	M	L	N	H	M	L	N	H	M	L	N
9	(2.15)	d. Crime for which incarcerated	H	M	L	N	H	M	L	N	H	M	L	N
		e. Within 6 months of parole/release	H	M	L	N	H	M	L	N	H	M	L	N
8	(2.42)	f. Availability to work flexible hrs.	H	M	L	N	H	M	L	N	H	M	L	N
		g. Availability of salary support	H	M	L	N	H	M	L	N	H	M	L	N
		h. Other? Please list & rate												
		______________________________	H	M	L	N	H	M	L	N	H	M	L	N
		______________________________	H	M	L	N	H	M	L	N	H	M	L	N
		II. Inmate Job Requirements												
6	(2.93)	i. Ability to communicate verbally	H	M	L	N	H	M	L	N	H	M	L	N
10	(2.12)	j. Ability to communicate in writing	H	M	L	N	H	M	L	N	H	M	L	N
5	(3.10)	k. Ability to operate equipment	H	M	L	N	H	M	L	N	H	M	L	N
1	(3.67)	l. Ability to work under supervision	H	M	L	N	H	M	L	N	H	M	L	N
3	(3.34)	m. Ability to work without supervision	H	M	L	N	H	M	L	N	H	M	L	N
4	(3.33)	n. Ability to learn new tasks	H	M	L	N	H	M	L	N	H	M	L	N
2	(3.62)	o. Ability to get along with co-workers	H	M	L	N	H	M	L	N	H	M	L	N
		p. Other ? Please list & rate												
		______________________________	H	M	L	N	H	M	L	N	H	M	L	N
		______________________________	H	M	L	N	H	M	L	N	H	M	L	N

• Consolidated Services Associates •

11. Your experience with inmates as a work release employer enables you to provide valuable information to us. In the space below, please supply any comments or recommendations for the maintenance and improvement of the Work Release Program and the placement of inmates in jobs after parole or release.

THANK YOU FOR YOUR ASSISTANCE.

SIGNATURE ______________________________ DATE ______________

TITLE ____

COMPANY ____

Appendix K

Data Sources of the Results Presented in Chapter III

APPENDIX K

RESULTS DATA SOURCES

QUESTION	SECTION I
1	Inmate Vocational Questionnaire, Question #13 (N = 545)
2	Inmate Vocational Questionnaire, Question #13 (N = 545)
3	Inmate Vocational Questionnaire and Computer Analysis
4	Inmate Vocational Questionnaire, Question #12 (N = 545)
5	Inmate Vocational Questionnaire, Question #12 (N = 545)
6	Inmate Vocational Questionnaire and Computer Analysis
7	Inmate Vocational Questionnaire, Question #23 (N = 340)
8	Inmate Vocational Questionnaire, Question #14 (N = 511)
9	Inmate Vocational Questionnaire. Question #19 and Computer Analysis (N = 510)
10	Inmate Vocational Questionnaire, Question #15 (N = 536)
11	Inmate Vocational Questionnaire, Question #17a,b (N = 539)
12	Inmate Vocational Questionnaire. Question #22 (N = 397)

	SECTION II
1	Inmate Vocational Questionnaire, Question #14 (N = 511) and A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form). Question #1 (N = 57, including secondary data).
2	Inmate Vocational Questionnaire, Question #18 (N = 526)
3	Inmate Vocational Questionnaire, Question #11 (N = 542)
4	Inmate Vocational Questionnaire, Question #11 (N = 542)
5	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #1 (N = 57:54 primary. 3 secondary) and Vocational Program Data. Question: Programs by units (unnumbered) (N = 6 Areas, 6 Institutions and 5 Youth Services).

QUESTION	SECTION II (Cont'd)
6	Inmate Vocational Questionnaire, Question #24 (N = 328)
7	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #2 (N = 53)
8	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #2 (N = 53)
9	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #2 (N = 53)
10	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #13 (N = 54)
11	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #11 (N = 53)
12	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #12 (N = 51)
13	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Yellow Form), Question #13a-v (N = 9)
14	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #5 (N = 53) and A Survey....Inmates (Yellow Form), Question #5 (N = 9).
15	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #7 (N = 53) and A Survey....Inmates (Yellow Form). Question #7 (N = 9).
16	A Survey of the Vocational Education Opportunities Available to Correctional Inmates (Green Form), Question #8 (N = 53) and A Survey....Inmates (Yellow Form), Question #8 (N = 9).
17	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities. Questions #23, 24, and 25a,b (N = 62).

QUESTION	SECTION II (Cont'd)
18	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities, Questions #26, 27 & 29 (N = 62)
19	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities, Question #39 (N = 62)
20	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities, Questions #4, 5, 6 & 7 (N = 62)
21	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities. Question #15 (N = 62)
22	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities, Question #8 (N = 62)
23	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities, Question #11 (N = 62)
24	A Guide for Interviews with Instructors of Vocational Programs in Correctional Facilities, Questions #12, 13 & 14 (N = 62)
25	A Guide for Conducting Interviews with Program Personnel, Department of Correction, Question #12 (N = 18 Prison Facilities Program Personnel)
26	A Guide for Conducting Interviews with Program Personnel, Department of Correction, Question #19 (N = 24:6 Area and 18 Prison Facilities Program Personnel)
27	A Guide for Conducting Interviews with Program Personnel, Department of Correction, Question #4 (N = 24)
28	A Guide for Conducting Interviews with Program Personnel. Department of Correction. Question #6.
29	A Guide for Conducting Interviews with Program Personnel, Department of Correction, Questions #9 & 10 (N = 18 Prison Facilities Program Personnel)
30	A Guide for Conducting Interviews with Program Personnel, Department of Correction, Questions #7 & 8 (N = 18)
31	A Guide for Conducting Interviews with Program Personnel, Department of Correction, Question #5 (N = 6 Area Program Personnel)

QUESTION	SECTION II (Cont'd)
32	A Guide for Conducting Interviews with Program Personnel. Department of Correction. Question #5 (Prison Facilities Program Personnel)
33	An Interview Guide for Use by Consultants in Assessing Prison Enterprises, Question #7 (N = 19)
34	An Interview Guide for Use by Consultants in Assessing Prison Enterprises, Question #9 (N = 19)
35	An Interview Guide for Use by Consultants in Assessing Prison Enterprises, Question #8 (N = 19)
36	Survey of Employers of Work Release Inmates, Question #5c (N = 76)
37	Inmate Vocational Questionnaire, Question #25 (N = 223)
	SECTION III
1	ESC Employment Projections to 1985 adjusted by officers of the Adult Probation and Parole Branches and Local Labor Market Analysts (N = 24)
2	Inmate Vocational Questionnaire, Question #15 (N = 511), ESC Employment Projections to 1985 adjusted by officers of the Adult. Probation and Parole Branches and Local Labor Market Analysts (N = 24). and a Survey of Vocational Education Opportunities Available to Correction Inmates (Green Form), Question #1 (N = 54 plus secondary data).
3	Survey of Employers of Work Release Inmates, Question #9 (N = 76)
4	Survey of Employers of Work Release Inmates, Question #10 (N = 76)
5	Survey of Employers of Work Release Inmates, Questions #8 & 11 (N = 76)
6	Telephone Survey of Major Employer Groups [Public Employers: Cities (N = 36) and Counties (N = 21); Telephone Survey of Private Employers: Manufacturing Firms (N = 25) and Non-Manufacturing Firms (N = 112)].
7	The American Bar Association's publication, Removing Offender Restrictions, and Telephone Survey with representatives of selected licensing boards.

Appendix L

Vocational Training Programs Available On-Site to Inmates of the N. C. Department of Correction

AREA FIELD UNITS

Prison Unit (Custody Level)	Agent Offering Course	Course Titles	Type of Course*
EASTERN AREA			
Carteret (Min.)	None Offered		
Currituck (Med.)	College of the Albemarle	Automotive	2
Duplin (Min.)	James Sprunt Institute	Automotive Mech.	3
	" " "	Building Trades (Carpentry)	3
	" " "	Welding	2
	" " "	Food Service	2
	" " "	Electrical Instal. & Maintenance	2
Gates (Min.)	None Offered		
Goldsboro Youth Center (Min.)	None Offered		
Greene (Min.)	None Offered		
Martin (Min.)	Vocational Rehabilitation at Greenville Sheltered Workshop	Basic Welding	-
		Basic Carpentry	-
		Basic Upholstery	-
		Basic Brick Masonry	-
Pender (Min.)	Cape Fear Tech. Inst.	Basic Quantity Cooking	3
Washington (Med.)	Beaufort Co. Tech. Inst.	Carpentry & Cabinet Making	2
	" " " "	Welding	2
	" " " "	Small Engine & Equip. Repair	2
	" " " "	Culinary Science	2
	" " " "	General Welding	3
	" " " "	General Carpentry	3
NORTH CENTRAL AREA			
Durham (Min.)	None Offered		
Franklin (Min.)	None Offered		
Granville (Min.)	None Offered		

AREA FIELD UNITS (Continued)

Prison Unit (Custody Level)	Agent Offering Course	Course Titles	Type of Course*
NORTH CENTRAL AREA (Continued)			
Johnston (Min.)	Johnston Tech. Inst.	Electrical Instal. & Wiring	2
	" " "	Electrical Lineman	2
	" " "	Practical Masonry	2
	" " "	Practical Carpentry	2
	" " "	Small Engine Repair	2
	" " "	Quantity Cooking & Baking	2
Nash (Min.)	None Offered		
Orange (Min.)	Piedmont Tech. Inst.	Basic Quantity Cooking	3
	" " "	Brick Masonry	3
	" " "	Construction Drafting	3
	" " "	Basic Typing	3
Person (Min.)	Piedmont Tech. Inst. (at Blanch site)	Welding	3
Sanford Adv. C. (Min.)	None Offered		
Triangle (Min.)	Central Carolina TI	Industrial Maintenance:	
		Air Cond. & Refrig Repair	2
		Electrical Instal.	2
Umstead (Min.)	None Offered		
Vance (Min.)	None Offered		
Wake Adv. C. (Min.)	None Offered		
Warren (Min.)	None Offered		
SOUTH CENTRAL AREA			
Anson (Min.)	Anson Technical Institute	Basic Quantity Cooking	3
	" " "	Carpentry	2
Bladen (Min.)	Bladen Tech. Inst.	Tex 3014 Upholstery:	
	" " "	Sec. 1	3
		Sec. 2	3

Prison Unit (Custody Level)	Agent Offering Course	Course Title	Type of Course*
SOUTH CENTRAL AREA (Continued)			
Columbus (Med.)	Southeastern C.C.	Small Engine Repair	2
McCain (N.C. Sanitorium) (Med.)	None Offered		
Montgomery (Min.)	Montgomery Tech. Inst.	General Masonry	2
	" " "	Small Engines & Engine Repair	2
Moore (Med.)	Sandhills C.C.	Woodworking	3
	" "	Basic Quantity Cooking	3
New Hanover (Min.)	Cape Fear Tech. Inst.	Basic Quantity Cooking	3
Richmond (Min.)	None Offered		
Robeson (Min.)	Robeson Tech. Inst.	Basic Quantity Cooking	3
	" " "	Welding	2
	" " "	Small Engine Repair	2
	" " "	Sewing Machine Repair	2
Sampson (Med.)	Sampson Tech. Inst.	Drafting	2
Scotland (Med.)	Richmond Tech. Inst.	Basic Quantity Cooking	3
NORTH PIEDMONT AREA			
Alamance (Min.)	Tech. Inst. of Alamance	Quantity Cooking and Baking	3
Caswell (Med.)	Piedmont Tech. Inst.	Small Engine Repair	3
	" " "	Brick Masonry	3
	" (at Blanch site with Person Co.)	Welding	(3)
Davidson (Min.)	Davidson Co. CC	Quantity Cooking	3
Davie (Min.)	None Offered		
Forsyth (Min.)	None Offered		

AREA FIELD UNITS (Continued)

Prison Unit (Custody Level)	Agent Offering Course	Course Title	Type of Course
NORTH PIEDMONT AREA (Continued)			
Guilford (4435)(Min.)	Guilford Tech. Inst.	Upholstery	2
Guilford (4400)(Min.)	None Offered		
Randolph (Med.)	Randolph Tech. Inst.	Quantity Cooking & Baking	3
	" " "	Plumbing	3
	" " "	Residential Wiring	3
Rockingham (Med.)	None Offered		
Stokes (Min.)	Forsyth Tech. Inst.	Bricklaying I	3
	" " "	Bricklaying II	3
	Surry CC (Dobson site)	Automotive Mechanics	2
	" " " "	Light Construction:	
	" " " "	Carpentry	2
	" " " "	Plumbing	2
	" " " "	Masonry	2
	" " " "	Cabinetmaking	2
Yadkin (Med.)	Surry CC (Dobson site)	Automotive Mechanics	(2)
	" " " "	Light Construction:	
	" " " "	Carpentry	(2)
	" " " "	Plumbing	(2)
	" " " "	Masonry	(2)
	" " " "	Cabinetmaking	(2)
	" " (on site)	Basic Quantity Cooking	3
SOUTH PIEDMONT AREA			
Cabarrus (Min.)	None Offered		
Catawba (Min.)	None Offered		
Cleveland (Med.)	Cleveland Co. Tech. Inst.	Residential Wiring	3
	" " " "	Basic Quantity Cooking and Baking	3

AREA FIELD UNITS (Continued)

Prison Unit (Custody Level)	Agent Offering Course	Course Title	Type of Course
SOUTH PIEDMONT AREA (Continued)			
Gaston (Min.)	None Offered		
Iredell (Med.)	Catawba Valley TI	Woodworking Machine Operator	2
	" " "	Upholstery	2
	" " "	Upholstery Cutting & Sewing	2
	Mitchell CC	Basic Quantity Cooking	3
Lincoln (Min.)	Gaston College	Upholstery	3
Mecklenburg I (Min.)	Central Piedmont CC	Quantity Cooking	3
Mecklenburg II (Min.)	Central Piedmont CC	Quantity Cooking & Baking	3
Rowan (Min.)	None Offered		
Stanly (Med.)	Stanly Tech. Inst.	Auto Mechanics	3
	" " "	Basic Quantity Cooking & Baking	3
	" " "	Basic Electricity	3
Union (Med.)	Central Piedmont CC	Masonry	3
	" " "	Welding	3
	" " "	Cooking	3
	" " "	Small Engine Repair	2
WESTERN AREA			
Alexander (Min.)	None Offered		
Avery (Med.)	None Offered		
Caldwell (Min.)	Caldwell CC/TI	Sewing Machine Repair	2
	" "	Small Engine Repair	3
Craggy (Med.)	None Offered		

AREA FIELD UNITS (Continued)

Prison Unit (Custody Level)	Agent Offering Course	Course Title	Type of Course
WESTERN AREA			
Haywood (Min.)	None Offered		
Henderson (Min.)	None Offered		
McDowell (Min.)	None Offered		
Rutherford (Min.)	None Offered		
Watauga (Min.)	Caldwell CC/TI	Culinary Arts	3
Wilkes (Min.)	None Offered		
Yancy (Med.)	Mayland TI	Small Engine Repair	3

*Type of Course Codes:

1 = Technical education curriculum programs
2 = Vocational education curriculum programs
3 = Occupational extension programs
4 = Specialty education programs

YOUTH SERVICES

Prison Unit (Custody Level)	Agent Offering Course	Course Title	Type of Course*
Burke Y.C. (Min.)	Western Piedmont CC (Closed study release at CC, no on-site programs)	Tool Technology (Intro. Welding)	2
		Automotive Mechanics	2
	Vocational Rehabilitation offers course to retarded inmates.	Pre-Vocational	-
Harnett Y. C. (Med.)	Central Carolina TI	Basic Cooking	3
	" " "	Brick Masonry	2
	Johnston TI	Automotive Mechanics	2
	" "	Electrical Install. & Wiring	2
	" "	Practical Welding	2
Polk Y.C. (Med.)	Johnston TI	Automotive Mechanics	2
	" "	Practical Carpentry	2
	" "	Heating & Air Cond.	2
	" "	Auto Body Repair	2
	Capital City Barber Col. offers course and Div. of Prisons pays for course.	Barbering	-
Sandhills (Min.)	Sandhills CC	Woodworking	3
	" "	Automotive Tune-up (Div. of Prisons pays instructor)	3
	" "	Metal Process (Welding)	3
	" "	Basic Quantity Cooking	3
Western CC (Mixed)	Western Piedmont CC	Mechanical Drafting	2
	" " "	Basic Food Production	3
	" " "	Cake Decorating (Cooking)	3

*Type of Course Codes:
1 = Technical education curriculum programs
2 = Vocational education curriculum programs
3 = Occupational extension programs
4 = Specialty education programs

INSTITUTIONS

Prison Unit (Custody Level)	Agent Offering Course	Course Title	Type of Course*
Blanch (Close/Med.)	None Offered		
Caledonia	Division of Prison	Typing	-
	Halifax CC	Masonry	2
Halifax (Min.)	None Offered		
Odom	Roanoke - Chowan TI	Blueprint Reading (Mechanical Drafting)	3
	" "	Mechanical Drafting	3
	" "	Blueprint Reading (Carpentry)	3
	" "	Carpentry	3
NCCW (Mixed)	Division of Prisons	General Clerical (Shorthand)	-
	" " "	Typing I, II, III	-
	Volunteer	Programming	-
Central (Close/Mixed)	Division of Prisons	Medical Dark Room Machine Tech.	-
	" " "	Institutional Housekp.	-

*Type of Course Codes:

1 = Technical education curriculum programs
2 = Vocational education curriculum programs
3 = Occupational extension programs
4 = Specialty education programs

SUMMARY

	Courses offered at Prison Unit by CC/TI	Total CC/TI Course Offerings N = 101 courses
9	Auto Body Repair	1
	Automotive Mechanics	8
2	Basic Typing	1
1	Cabinetmaking	2
6	Carpentry	8
8	Drafting	5
6	Electrical Installation & Wiring	7
8	Electrical Lineman	1
9	Heating, Air Conditioning & Refrigeration	2
6	Masonry	10
6	Plumbing	2
3	Food Preparation & Services	25
9	Sewing Machine Repair (Small Appliance)	2
9	Small Engine Repair	9
1	Upholstery	6
1	Welding	9
1	Woodworking (& Machine Operation)	3

Appendix M

A Comparison of Personal Characteristics of
Inmate Population:
Sample vs. Total Population

APPENDIX M

A comparison of the entire inmate population and the CONSERVA sample population is displayed below. The source of the information on the entire population is the Department of Correction, "State Correction Statistical Abstract, 1976" and "Baseline Data, September, 1976."

Inmate Population	N = 13,100		Sample Population	N = 546	
Custody Level	N = 13,100		Custody Level	N = 538	
Felon	10,610	81%	Felon	464	86%
Misdemeanor	2,490	19%	Misdemeanor	74	14%
Age	N = 13,100		Age	N = 540	
21 yrs. & younger	3,614	28%	21 yrs. & younger	177	32%*
Over 21	9,486	72%	Over 21	369	68%
Median Age	24		Mean Age	25	
Race	N = 13,100		Race	N = 542	
Black	7,170	55%	Black	249	46%
White	5,567	43%	White	267	49%
Am. Ind.	326	2%	Am. Ind.	17	3%
Hispanic	0	0%	His. (claimed)	1	.2%
Other	37	.3%	Other	8	2%
Sex	N = 13,100		Sex	N = 542	
Male	12,616	96%	Male	501	92%
Female	484	4%	Female	45	8%*
Claimed Education	N = 13,788		Claimed Education	N = 536	
Mean grade	9.6		Mean grade	10.7	
IQ	N = 13,788		IQ	N = 478	
Mean	95.8		Mean	98.7	
Achievement Level	N = 13,788		Achievement Level	N = 482	
Mean	6.4		Mean	7.0	

*Intentionally over-sampled

Appendix N

A Collection of Inmate Comments Concerning Vocational Training

APPENDIX N

INMATES' COMMENTS RE: VOCATIONAL TRAINING

Useful

. I have found the VT to be helpful and exciting. The more I trained, the more I liked my training. VT is good to have and it should be be continued.

. I like the VT and I'm happy.

. I think it helps, and I think it's good for the inmates.

. VT is good. It could help teach people that have never worked before and there are a lot that have never had to work.

. For myself, VT has helped me in every way. Brick mason skill. All has helped me.

. The VT programs within the prison system is only a small step into our futures. All it's doing is giving you a chance to get used to the tools and the ability, if applied, there's no reason why a person couldn't make it on the streets.

. I think I'll have quite a few problems finding a job when I get out. So therefore I think this (VT) will help me a great deal.

. All I would like to say, if I had to take these courses all over again, I would be more than glad to have them and any instructors who are willing to teach me all over. The instructor has helped me a great deal.

. I think VT is a very good thing for inmates.

. The training here I feel is very helpful to the residents. I think it is very rewarding to us and I accept it with great gratitude being that it is a great opportunity for me as well as the others.

. All VT will be beneficial if you want it to be.

. I think that the vocational training for inmates is the best thing that has happened for them.

. At Harnett Youth Center a program was started in September 1975, where College instructors came into the unit and taught night classes. I was able to complete 23 hours of transferable credit in two semesters. This class had about 26 students who benefitted from this program. In the second semester there were even more involved.

. I feel as though vocational training on the state would be a good thing and would possibly keep some percentage of the people on the street. This depending on how it is run.

. To me the things I have done here has made me a better man. If somebody don't help us how can we be better.

. I think VT is good for inmates because it gives you something to do and it also gives good skill and something to look forward to.

. These skills can help an inmate to stay busy and possibly out of prison.

- The inmates need some (VT) going on or they return to society in the same circumstances that led to some of their problems.
- VE course has improved my abilities 50% - also attitude. Need more help to adjust to society and get off drugs.
- I really like taking these courses I've taken. Once you finish a course, it gives you a feeling of accomplishment.
- VT helps many inmates find a purpose. Work release is also helpful in bringing inmate back into reality.
- VT allows the inmate to grow in self-discipline, becomes responsible, more sure of himself and his destination. Gives him a place in the community.
- I think VT is good because it gives the inmate a goal to work for; it gives him a chance to get away from everyday prison life and it gives him the knowledge and ability for that particular skill, which will make it a lot easier for him to qualify for a job when he gets out.
- For those inmates who can be distracted by these programs, they provide an adequate pacifier which saves the rest of us a lot of grief from otherwise pent-up frustrations which, without the programs, would find other, more demonstrable manifestation.
- I feel if we didn't have a vocational training program within the system the inmate attitude toward other inmates would be very uneasy.
- If there was more job skills offered there would be less tension here.

Drawbacks

- Long-timers get first choice in these (VT) programs but have to wait too long to have the chance to use these new skills.
- The only program I see available is if the inmate makes honor grade status and is allowed to go outside the prison.
- I feel that VT is constructive for some inmates. To others it is useless because they are not going to work anyway after they get out of prison.
- The courses offered in prison are much too institutionalized and cannot give an inmate the stability required for work in society.
- I can only say that most of the jobs I have come in contact with while in prison, or have heard about, do little to prepare the inmate for a rewarding job once they get out of prison. By rewarding I mean something other than a janitor or dishwasher. Most of the work (that I have seen) in prison is directly associated with prison life and has no counterpart outside prison. I have seen nothing resembling the jobs listed in #14 (of the questionnaire) except barber school, auto mechanics and carpentry. In the relatively short time I am to spend in prison I would like to learn to type--which is something that would be useful when I get out and it can be mastered in a few months.

- I think that the VT is wonderful but being in medium custody doesn't really help the inmate because when he transfers to another camp the course he has taken is of no good to him most of the time. Because they, the officials, will not try to help the inmate of trying to benefit from his trade.
- I think that I didn't learn anything that I didn't already know.
- Most VT available to inmates is not productive on the outside. Inmates are willing to learn certain vocational skills, but the system is presently slow, too slow. Education is important to those who are planning to go into some specialized field, but general education should be a must for each and every inmate incarcerated in the prison system.
- The one course I am taking now, doesn't seem to help me in any way. I want to take a course so I can get a better job.
- I feel that VT now available is not beneficial to the inmates. After finishing the courses you are still in the same situation you started in. You have a better view of the course but are qualified for nothing.
- I learned from the vocational course, but when I got out, I didn't know where to go to find a job in typewriter repair.
- The courses are there, but they don't have much value when you get back to the street. Employers don't care about your training, just that you're an ex-con who might rip them off.

Needs to be More Accessible to More Inmates

- I think the inmates at all units should have a chance at VT, because some will never get another chance at this.
- Some people are good in Book. But some also are good with their hands and mind. We need courses that will help all in some kind of way, not only for the ones who are smart. We need for the people who don't have but want to get. There is a lot that can be done to help women here and other prisons also. And I think if we get more than what is to offer here to help women and men, it will keep a lot out of places like these.
- I don't feel that VT is readily available to enough inmates, and not enough time or effort is given to this type of rehabilitation. I think jobs on the street would do very much to cutting back on the crime rate.
- I feel that the prison unit does not make the 100% effort to help inmates in trying to get involved in school programs.
- I think that all the people that want it (VT) should get it and not get the runaround like I did. As it stands, they only give it to some people and I think its wrong cause I really wanted that training.
- VT--Not too swift. Long waiting lists. Forced to stay at felony camp to complete course which messes up your chances to get out. Not enough variety.

- When I first was incarcerated I tried to be assigned to Vocational School and was denied; reason: Length of sentence. I was assigned to a Prison Enterprise assignment. I feel that a Vocational Training program would have been more beneficial for general knowledge than a Soap Plant. This is the problem with many inmates. They want to learn but are not allowed because of lack of space in the program.

- I have never taken any Vocational courses since I've been into prison but I have been exposed to the various Vocational Training opportunities that are offered. While I was at Harnett Youth Center the Vocational school was very good considering the custody atmosphere. The only problem was the lack of space in the school. I have been told that the same problem was happening at other units where vocational training was offered. From my experience and what has been related to me by other inmates, I feel that these schools should be expanded to accommodate more inmates who are "willing" and able to work and learn from these programs.

- The other problem involved is the transferring of inmates before they complete the course they are involved in. In cases where an inmate is promoted to Minimum Custody grade he is transferred to a Minimum Custody unit. If he has completed 3 months of a 6 month program and is transferred the time that has been put into the course by both student (inmate) and the instructor is wasted, not to mention the funds involved.

- Other than at minimum custody units educational and vocational training is almost non-existent. I have been at all the custody level units; and at the maximum, close, and medium level camps, academic and vocational courses are not offered to the majority of inmates. It is also somewhat surprising even to me that after being here 5 years I never talked to anyone about future job or school plans. The academic aid that I've gotten, or the encouragement I've gotten have only come from a few, a very few people, none of which were connected with the prison staff. Everything I've done positive I've done it on my own with very little help.

- The relevant vocational classes are limited to a selected few and they re-enter again and again, never giving anyone else a chance. The supervisors select people to enroll in classes. The busing rehabilitation often stops an enrollee in the middle of a course. There is never enough room for the one good vocational course on a camp. Usually there is only one.

- At most camps only a selected group of inmates can get into the vocational programs. I've known plenty of guys who were really interested in the programs, but were turned down for voc courses in order to fill the road crew quota or to pick up paper on the yard. Neither of these jobs would give the man something to look forward to or be of use to him upon release.

- A lot of opportunities are available but the counsel that picks the men eligible for work release, study release, etc. does not screen the inmates. I feel that this puts the inmates that want to progress in a bad position plus takes away a lot of the privileges that they might have. The ones eligible should be a much more select group.

- I have not had any Voc. courses since I been in prison. I been trying to get it and have not received it yet.

- You have to go through too much to get in one (VT course).

Suggestions for Improvement

- It would be good to see more courses made available to long-term inmates.
- More courses -- especially for long-termers.
- We are in need of more training. There are more courses available to short-timers, which leaves long-timers standing idle, with no training for a long period of time.
- I feel that a new classification system needs to be made. Example: say everyone with 10 yrs. and under need to be put into a group and their needs met. These people have different needs and a different outlook toward their time than people with over 10 yrs. These people (under 10) should be geared towards work release and on-the-job training. People with over 10 years are the ones that need long-term vocational programs with custody promotions geared to their performance in their chosen vocational training areas. Then as they progress to a certain point they can be mixed with people with shorter sentences. The main point is in finding and understanding the individual's needs. Once this is established then I feel his rehabilitation is certain. It also makes the inmate feel more individual and less a lost soul in the system. Psychological and sociological counseling is a must to make this work but it must be humanized not clinicalized.
- Have them give gain time for this.
- I believe that if we were to receive VA benefits for taking these courses it would encourage many more inmates to take the courses.
- There is no emphasis on motivating inmates to strive toward technical job training. There is no staff available to teach such. VT is needed to prepare inmates for the difficult task of re-adjusting. What is being offered now is not flexible enough. A wider range should be offered.
- I have been on the state for 9-1/2 years and never had work-release, and it is not because I haven't asked.
- Transportation to a work release job is needed to help inmates get jobs.
- Most camps have little or no training in small engine repairs. Most safety features are obsolete, if any are present. Parole programs throughout the state are about 6 months to a year behind. Work release programs are set up to aid the married. not the men who need the money for other reasons.
- I think they should let more people get work release because there are a lot of people here that have nowhere to go when they get out.

- I think work release is good for the people (employers) and inmates.

Need Greater Variety

- Not enough variety of on-unit programs.
- Very limited. Not enough offered for different levels of learning.
- The range of VT is narrow. In comparison to and Voc. courses there is a tremendous unbalance.
- I feel that if more business-oriented courses were included, it would improve the program tremendously.
- There are not enough in-depth training courses. The courses we have are not varied enough. We need instructors, buildings, equipment and interested people to help if there are ever to be any accomplishments in this place.
- I think the women should have the same vocational training chances that the men have. I mean by this, jobs that are classified as "men's" jobs.
- There should be an accounting and bookkeeping course and a drafting course here.
- My personal opinion is that the State of North Carolina Department of Correction can equip its units with better and a larger variety of vocational job training.
- Along with more space in existing programs and the addition of other programs that are of interest to willing inmates, there should be the opportunity for higher education, such as a college education program for inmates with the ability and the want to learn.
- Not enough available to satisfy diverse interests of persons involved; inadequate equipment for courses.
- The VT at this time is in need of more job offerings to train for. There are so many that would attend this vocational school if there were different types of training offered. We have some tools to work with but not nearly enough.
- There is a great deal of VT that every inmate would like to take up. I feel there should be a course that would fit each individual. I feel that this training (in brickmasonry) will help me in getting a better job and as well keep me from returning here.
- I do not feel that there are enough VT facilities available and I would like to see a greater variety of courses offered. Also I feel that of the courses I have seen offered, I feel the instructors and machinery and tools are excellent. I feel every inmate should be involved in some type of course. I also feel that the training is excellent for on-the-job experience.

. Should be less book work and more on-the-job training because some people learn more by working than by reading a book about the course he is taking.

. Generally there is not enough room for as many inmates that would like to get involved. They offer a very limited and common list of training. There should be different types of training for different camps. Example: Office occupations and Service occupations at, say, Harnett. Art design and Mechanics at Johnston, Social Service, Agriculture at UYC. Separate the camps into specialized types of training available.

. I think they should have more easy job training courses -- like upholstering or TV repair -- things you could do to set up your own shop.

. Should have more courses to get into.

. I think a broader range of courses should be offered.

. I think that there are not enough technical trades taught. Electronics is an example. TV and radio repair would be good for the brighter residents. More and better training aids are needed. There are some good instructors in the system with no tools.

. The program I am in is good and is also very profitable on the street. I think they should keep the ones they have and add a few. Examples: Forestry Ranger; Rescue Squad.

. I sincerely believe that more types of vocational as well as professional training should be offered. The inmates that have a strong desire to have something such as this are caught in a hold where they and their abilities may be stalemated. An example of this would be on the "road squad." If the inmates were trained in some degree to operate the heavy equipment they work with, this could help them find a job at a later date.

. There are some good VT courses available, but too few for training a great number of those who need training. Also, there are too few choices available other than the few training jobs in prison enterprises and the few available study release spots. There is not enough emphasis placed on testing and placement of persons qualified and showing an aptitude for a specific occupation.

. The quality and types of Voc courses available are not at all adequate.

More Needed

. Right now there is not enough VT available to those who desire and need it.

. I think more on-site VT should be here so that when the person came up for a work release job, it wouldn't be so difficult to find one.

. I beleive that if the Dept. of Corrections had more job training skills and more other religious and recreational programs, the prison units would help to adjust those coming and going in and out of prison towards a better outlook on life. Also they could help those adjust to society after being incarcerated. My honest opinion is that the prison unit is poor and unfair to many inmates. The lack of skills and knowledge sets many of us back. I hope in the near future for others as well as myself my concern will be voiced.

. Con's need more courses.

. I think that more training should be made available and also more work release for the people who need it, not just for the people who are close to getting out, or short-timers.

. More VE programs are needed in other fields at this unit for men seeking other outlets and who wish to better themselves.

. I think the state should have more vocational courses and on all other units.

. I feel that more courses should be offered to those who want them on a volunteer program only.

. I feel there should be more courses on the camps so that more inmates will be able to help themselves when they get out.

. At this unit, there's no vocational training available to inmates, and because of this there's no form of rehabilitation. This is why we have so many repeats.

. We need more workshops to skill inmates in different areas.

. I would like to see more TV at every prison unit instead of the few that the state has at this time.

. Not enough voc courses here to benefit inmate. I would like to see more courses in the years to come.

. There are not enough professional and technical vocational courses available to inmates and no correlation between VE and the work release program. That is, there is no attempt to place an inmate in a job of the type for which he has been trained, and no guarantee even of work release.

. I'd like to see some changes and maybe this study) will bring some. We all need more VT than we get!

. They're good but not enough!

. Other than at minimum custody units, educational and vocational training is almost non-existent.

. I wish there was more VT and it was easier to get to where the training was going on.

Good training doesn't reach enough people. There are many camps that offer nothing at all. Also, the courses should be structured, as a whole, so that people can get related courses instead of a lot of different ones. While there are a lot of courses offered at some camps, sometimes they are just pastimes. It needs to be more dynamic. Having a skill can be the difference between coming back and staying out.

- The VT here is slim. The staff that work with enterprises are great people to work for and will help you learn. N.C. needs more vocational training.
- More vocational programs should be offered here.
- There is a very serious need for the expansion of VT Programs that are readily available and others should be put into action that would tie in what is already going. I believe that this is an excellent program and should be promoted to the very max.
- VT should be offered here. They offer next to nothing for most.
- The prison needs to get more vocational courses.
- We don't have enough time with instructors. We need more training hours and more instructors and vocational courses.
- In the (vocational) course we are only able to learn to do the basic requirements that we are going to be dealing with on the streets.
- In some courses you don't have time to learn all you need. The course should be longer.
- I believe the courses should be longer and (so we can) learn all about the course.

Need Better Equipment and Facilities

- There is a lacking of basic mechanical equipment in each department because we must share tools from other departments to get work done.
- Better equipment is needed and books for inmates' personal use. It's not the easiest place to study without books to use on the compound. The voc. schools are very important to inmates who would never have a chance to get training on the streets.
- I feel that if we had more up-to-date equipment here in our vocational school we would be able to better ourselves because without this equipment there is no need in giving these courses.
- The instructors of the courses need to know how to handle people and teach classes better. More courses should be made available to inmates.
- In the medical field, there is a need for people to be trained or to work, but there is not a word of the needs, but there should be.
- Need more tools and equipment to work with.
- On-site courses are usually understaffed and there is not enough funding available.
- The equipment in the school is not up-to-date.
- The few programs here are potentially good, but access to them and bad equipment causes a loss of interest in many cases. Also a more varied group of programs would heighten the interest and morale as well as the expected benefits of programs. All in all -- it's getting better.

. As far as training here at this unit, and I suppose at others, equipment was hard to come by. With a low budget you can't have proper tools to work with.

. Need better instructors. Need equipment or more equipment. Need more visual aids.

. Vocational schools (courses) are a great help but could be improved with more equipment and better educational facilities. Smaller classes and more instructors would give the less educated inmate a better understanding of the occupation they would like to follow upon their release.

. Equipment was not up-to-date.

. Should have better classrooms.

. Should have better equipment to work with.

More Support from DOC Administration

. Even now I am having a difficult time getting in the study-release program. I have been constantly working to get on study-release. I have finished 8 college correspondence, I have a high grade point average, I have received a number of high recommendations and comments from course instructors from UNC-CH, and I have maintained my goals for 3 years now. But for some abstract reasons that I can't figure out for the life of me, I'm having to wait even longer periods of time before I can get on study-release. I think this is unfair, and furthermore I think I am being unduly hindered by the prison department from reaching my long sought after goal.

. The training available to inmates at present -- NONE! The course that I was fortunate enough to be accepted for was offered because of the persistence of the instructor, not because the institution wanted it or thought it would be successful. The need is great -- but I think the overall atmosphere of the class itself would have been much better if given outside the prison.

. In regards to the collective inmate population, I feel there's an orgy of administrative indifference to our vocational growth and needs. Also in this area, the appropriate legal bodies of North Carolina have been derelict in initiating a blanket vocational program for all inmates "willing to improve themselves." I believe society and the inmate will greatly benefit from greater administrative concern in inmates' vocational advancement.

. In actuality, the prison industry offers the only available opportunities for training in that one can gain on-the-job training; however, even then, the emphasis is on production for the state and not the training.

. An inmate here is forced to work in the enterprise area. You either work or go on reassign lock-up. The inmates don't have a choice on the job he wishes to do here. There are no certificates to be awarded to the inmate to show he has earned and qualified in a vocational field.

. Local unit administration shows little interest in VT.

Quality of Vocational Education

- What training was offered was good. Getting the fellows interested and having the patience (with some) accounts for a large part whether they will succeed and gain skills.

- It is my opinion that the VT available here is a well-organized and suitable course. The only thing is that the inmates have to be willing to help themselves.

- I feel that at the unit at which I have taken VT, the instructors have done an excellent job. It is one of the best ways to get training at no cost. VT should be offered at all units.

- The teachers are very good and they think enough of you to help you so you should buckle down and work. It gives you an opportunity and helps release pressures from staying in the dorm all the time.

- I think that the VT courses are very good. They don't teach you how to be a master at what you are trying to learn but make you curious and want to go further in that kind of work. I think that people who are eligible to go on projects outside of the unit should be granted.

- The training I have come into contact with has been fair but could be improved mainly by a deeper concern on part of both inmates involved and staff instructing. I feel study release to be just as important as work release in that inmates with high school educations can work themselves to better paying jobs while making the transition from incarceration to a return to society. I believe vocational training should be more widespread.

- The VT for inmates seems adequate. However, I don't think the courses are taken seriously enough to make the class interesting. For one thing, the instructors are too slack. They don't seem to be too interested in whether you apply yourself (there are exceptions, of course). Hopefully, when this course is completed it will enable me to go out on work release. If I can't go on work release, then I think this course is useless.

- VT courses here are bad. The teachers don't teach enough. I have a certificate in ______________ and I am not qualified to get a job on the street because I wasn't taught enough and the teaching equipment is bad. VT might do me some good if taught right, and proper equipment.

- As far as I know, no programs are offered that will benefit the population either inside or outside of prison. Plus there are no qualified instructors.

- VT here is poor. The instructors have a hard time getting equipment and tools. The courses are never carried out like they should be.

- I feel that they need more competent instructors because most of them don't know any more than we do. I also think that they do not go deep enough. Also, they don't have enough courses for those who have already graduated.

- I cannot speak about other camps, but here at ____________ the VT is poor. You do not get the training for the job you are interested in. I think that courses should be a must in prison. When a person gets out it is very hard to find a job. I know that I had a great deal of trouble just being on probation.
- Concerning the VT available, I have observed at several units that the quality of vocational education extended is extremely poor and the education is not relative to the needs of that particular area. These two concepts are most important in determining the effectiveness of any educational program.
- The only voc programs worth a damn are the ones that give you skills the prison can use. Often, their desires and ours are not the same.
- They are haphazard, poorly designed, looked on as either mandatory or a favor to some poor slob that can't do anything better with his time.

Miscellaneous

- I feel that an inmate shouldn't enroll unless he is willing to apply himself to his fullest capacity.
- I feel that the vocational training courses are great, but I also think the inmates should be screened before they are accepted. If they don't really want to learn they make it rough for the ones that do.
- VT programs require honest effort to get anything out of them. In short, you have to want to learn.
- I think VT is worth while if the inmate within himself wants to participate. But the administration has it so that if you don't participate in some kind of voc activity, you are unlikely to move on further.
- I feel that I can use all the education I can get and may as well get it free.
- I believe you can't get enough education.
- In electrical wiring, they should let two or three inmates wire a real house when they are ready instead of a board. The training should be a year long also, and only a selected 15 inmates each year.
- Cook school was exceptionally good.
- I would like to have another class in VT cooking. I really enjoyed the course and I'm sure all of the other men in the class learned something.
- The ABE program in the Corrections System is adequate helping inmates get the education that they wouldn't have gotten on the streets.

- I think VT should be given to all inmates before they progress in custody levels.
- I think we should have a more systematic pace of learning. As it is, no one is studying at the same rate and the teacher can't keep up with everyone. It's really unorganized.
- Inmates are not able to get into their skills after they finish their training (right away).
- I never had the chance for the training for this kind of work.
- There should be census taken for the place in which you come from and have VT to fit the part of the country that you come from so that jobs will be available and on-the-job training to help with a job plan for when the inmate gets out.
- VT is very important to me, but I would like construction work more often.
- You cannot make money on training programs -- some people have no other money coming in.
- There are people that would involve themselves in such programs, but because 1) a non-conducive atmosphere, coupled with 2) courses they are not interested in which they are being forced to take merely in order to fill a quota, their enthusiasm for their education, and not only their education, but their life's work is scuttled, forgotten, given up.
- Counselors should be more concerned.
- I think they should have someplace to take the inmates on the outside to get shown what it really is like working in a business or whatever.
- A thorough indoctrination of what the correctional system has to offer would be much in order.
- There is not much in this because it is so hard to get approved for such programs. Most think it is a game. I would love to take agriculture but how does one get it?
- If an inmate is transferred before he has finished a course, the time and effort that has been put into the course by both student and instructor is wasted, not to mention the funds involved.
- There are a lot of things that I like about this survey. But what good will it do for me now?

INMATES' COMMENTS RE: JOBS

Did your lack of vocational training or job skills play a part in your being in prison today? Please comment.

. Yes, it did.	. No, it didn't.
19	31

- I don't have the skills to get a good job. This is why I am here in prison.
- If I had had a good job or good training (on the outside), I wouldn't be here today.
- I feel at the time I got into trouble was really caused by the fact of not having the right kind of job training. I do feel that the training I've gotten since my stay in prison will more than help me get ahead in life. I would like to take even more training if the prison could offer it, because for me the more skills I have, the less my chances of coming back to prison. I now feel I can go out and really support my wife and two children.
- If I had had a job making more money I wouldn't be here today.
- A good job makes a man feel like he is important and a provider. Work release is a very good thing -- men have money to be released on and they aren't thrown out in the streets broke just to steal and kill again.
- My comment is that I had a good job, but I still came to prison. (brick mason)
- It is a good way to spend my time in prison, and it will get me ready for a job on the outside.
- I think by taking this course it can help me make better money in the outside world.
- I feel that it is important that inmates are taught to do jobs that will be useful to them and society when they are released. The types of jobs listed in #14 would be good ones to learn and should have been available before. Any type of program teaching even just a few of these jobs would cost money and jobs would not be directly useful to the state as present jobs are -- it's back to the same old problem of trying to provide enough money to operate the prison system in a humane and correctional manner.
- Voc. Training is helpful. The course will help us stay out of prison because it will help us make more and better money.
- I'm just going to try to learn all I can while I'm here so that when I get out I can get a good job.
- I feel like VT will help me when I return to the street because when I was in the street I couldn't do a very good job.

- Had skills but couldn't get a job.
- VT is good if an inmate could get the job he has trained for upon release or work release. But most times when released an inmate is given the first thing that pops up. A person trained in upholstery don't want to get out and dig ditches or mop floors.
- Twenty years old. I think that seeing's I'm in prison, I don't believe there's a job for me.
- Had the job skills but couldn't find a job.
- It's going to be hard to get a job when I get out. If you would help me get a job, thank you.
- I would like to receive some kind of job training while here to better myself.